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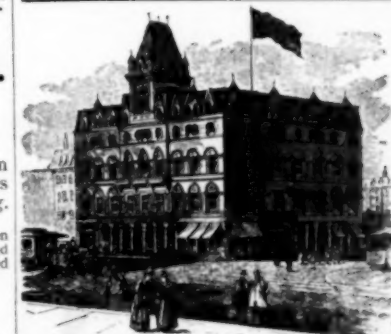
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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions must be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

Brain Fatigue and School Work.

A paper by Dr. Kemsies, the headmaster of a German school, gives the results of careful study of the conditions influencing the working capacity of pupils. The following is taken from an abstract of his article in "The Hospital":

"The best work is done at the beginning of the week, after the Sunday holiday; and by Tuesday afternoon it has already begun to deteriorate. Again, the mornings produce the best work, and the midday rest, during which the midday meal is taken, does not produce the same recuperation as the night's rest. If these results are to be taken as correct, it would seem as if many of our educational customs might be reformed with considerable advantage. We have long thought that a reversion to the two half-holidays would be a great advantage to the children, however much the teachers might dislike it, and these investigations only tend to confirm our idea. Young ladies, again, used to go to school in the morning and the afternoon, with a two hours' interval between the two sessions. But now it is thought desirable, we suppose, that they should be free to pay calls with their mothers in the afternoons, and everything is crowded into one long grind of four hours in the morning. Moreover, a modern blackboard lesson is a very different thing from the work that used to be done in school hours, much of which would now be called preparation; and, although as a means of teaching facts, its value is obvious; so also is its power of producing fatigue. Curiously enough, the German experience is, that gymnastics, which we are apt to class with play, produce the greatest fatigue of all, rendering the work done after it practically useless. But, then, the gymnastics are probably done in a class, each pupil having to do as he is told. This is practically another lesson, and is not to be put into the same category with half an hour in a five-court, or at football. It must not be forgotten that the effort to make teaching interesting, which is its great characteristic in modern times, does not really lighten the burden on the child. It makes learning easier, but it makes him learn more; it keeps him always at it, and it steals from him those moments of torpor and stupidity, of dreams and vacancy, in which his little brain used to take furtive snatches of repose."

Although eight pages have been added to make room for all the material especially prepared for this number, several articles of importance will have to go over to next week, among them the conclusion of the report of the Superintendents' Meeting at Chattanooga; "Work of High and Grammar Schools," by Supt. Balliet; a very practical discussion of the means of securing the co-operation of parents in matters concerning the street deportment of pupils, by Supt. S. R. Shear, of White Plains, N. Y.; abstracts of recent school reports; an illustrated article, "The Lesson Taught us by the Gang," by Jacob Riis; remarks concerning the income of teachers by Professor M. V. O'Shea in an article contributed to the "North American Review."

Feeling as a Factor in Education.

(Condensed from an article by Dr. B. A. Hinsdale, of the University of Michigan, published in the "Ohio Educational Monthly" for March.)

The three faculties, intellect, feeling and will, are always found together. A man knows, feels, and chooses all at the same time. Still every state of consciousness must have a point of beginning, and that is always an act of cognition or knowledge. A man cannot choose an object that has not yet appealed to him as a possible object of choice.

The three psychic factors are not equally prominent in every state of consciousness; perhaps they are not equally prominent in any such state. Sometimes intellect, feeling, and will tend to vary directly, sometimes inversely. Their relative strength may also vary with the age of the individual. Feeling is strongly developed in the child, while the judgment and will are weak. In the well-developed life of the adult, feeling, in large measure, has been brought under control, while the logical faculties have become strong. Such, in brief, are Dr. Hinsdale's conclusions regarding feeling itself.

In making practical application of these facts to the rearing of children, and especially to teaching, the writer continues, in part, as follows:

The mental atmosphere of the school-room is a subject of very great interest, and suggests to the teacher practical problems of no little difficulty. If the feeling of the pupil runs in the minor key, he will accomplish little in the way of study or learning. Then if his feeling is of the opposite character, and is particularly strong, he will accomplish little or anything more. The mental attitude of the pupil to his work must also be considered. Nothing is more deadening and fatal to a school than the feeling on the part of the pupils that there is little to be done, or that, if there is much to be done, they cannot do it, and that it makes no great difference anyway. The atmosphere of the school should be charged, on the other hand, with courage, hopefulness, interest. The pupils should believe in their teachers and in themselves. They should think that there is much to be done, and that they can do it, or at least some reasonable part of it. To be sure, the school atmosphere may be overcharged with these elements. The teacher may appreciate and praise pupils excessively, and thus give them false ideas of themselves and of their relation with the world; and against this practice there are most decisive intellectual as well as moral reasons.

Children's intellects will not work with vigor when they are excited by strong feeling, no matter what the character of the feeling may be, whether of pleasure or of pain. If they are unduly excited, or unduly depressed, they cannot really study, and so cannot really learn. For example, a pupil who is full of rage, deeply mortified, consumed by envy or jealousy, or is strongly expectant of something that lies outside of his school work, will accomplish little or nothing so long as he remains in this condition. Nor is this all; a single pupil in a state of violent excitement, will communicate his own feeling to the school of which he is a member, and thereby interfere most seriously with its proper work. If teachers were always free to do what was best, they would often consult the good of individual pupils, and of the whole school, if they sent pupils who were wrought up to a high

degree of mental excitement, out of the school, until their excitement had subsided. Feeling is communicated from mind to mind even more rapidly and more completely than intelligence.

Another thing to look at is the relations existing between pupils and teacher. If it be true that to secure freedom from undue disturbance of the sensibility is one of the constant tasks of the teacher of the well-regulated school, what shall be said of a school in which the teacher herself is a constant source of such disturbance? Not unfrequently this is precisely the case. A child is governed by his feelings almost wholly, and a teacher whom he does not like, or whom he dislikes, no matter how accomplished that teacher may be, is necessarily a bad teacher for him. Accordingly if a teacher, after a fair trial, cannot adjust herself to a school, or the school to herself—or, in a word, if she cannot bring about a good state of feeling—then the relation should be severed, and the sooner the better. This teacher may succeed admirably in another school; she may not be to blame for the state of things existing in this one; but this makes no difference—for the time she is out of place.

Only intellectual results of the emotional factor in education have been dwelt upon. As much or even more may be said of the moral result. Great positive evil is engendered in children by the unfortunate relations that exist between them and those under whose oversight they are placed. Some teachers excite children, or particular children, morally, as other teachers excite them nervously, in the wrong direction. Children sometimes say, "I can't be quiet in *that* school." The teacher strokes them the wrong way.

Hitherto the school has existed primarily for an intellectual purpose. Its great function has been to train the intellectual faculties. The feelings and the will have always been secondary. And this state of things there is good reason to think will always continue. Still it is a fair question whether the other primary faculties of the mind have received, or are receiving, as much attention in schools as is desirable. One thing at least must be borne in mind. This is the fact that the sensibility and the will cannot be directly approached by the teacher as the intellect can be, but must rather be approached indirectly. The individual does not consciously allow his feelings and his will to be unduly interfered with.

Aimlessness of Modern Education.

Dr. Felix Adler recently delivered an address on "The Aimlessness of Modern Education." Commenting on it, the "Christian Register" says:

"It is curious and very significant that, though Dr. Adler represents no definite form of religion, he traces the mischief in our education to the dropping out of use in schools and colleges of the old-fashioned motive and sanction of religion.

"Is it true that modern education is specially aimless? At first sight, one might answer, Yes. Thousands graduate from the colleges every year, with at least a superficial acquaintance with more subjects than our forefathers dreamed of. Many of these young men and women propose to earn their living by the practice of some profession for which they have fitted themselves. Yet, how many of all these thousands have a clear conception of what life itself is for, or why it is worth while to earn a living?

"It surely looks as if the average educated man pursues learning, and uses it, when acquired, mainly for selfish or, at least, personal ends. How few there are who are educating themselves with reference to any great single and common aim!

"What reason, however, have we to believe that the education of earlier men was any more aimful than ours?

"Take a period when men are supposed to have been extremely religious—the most credulous century before the Reformation. People were mostly busy in church and state, to get power, place, preferment, and wealth. The most religious education was compatible with the most selfish ambitions, or with a life of sloth and luxury.

"The truth seems to be, that education, instead of being more aimless than ever, is coming to demand of men higher ideals.

"Childish men might, indeed, repeat *pater noster*s, and hardly ask the question what they were living for. Immature minds might accept education as a matter of course, without asking what they proposed to do with it. But, as soon as men begin to be grown men, the inevitable questions of philosophy and religion force themselves upon the attention anew. These questions, once the problems of the few, seem, in our age, to be arresting the thought of the many.

"If modern education is aimless, it is a good sign that we are finding out the truth. The world, which has been largely repeating its religion by rote, without understanding its lesson, is beginning to catch a gleam of the meaning of its good words.

"We will clasp with a firm grip the honest hands of our ethical friends with their gospel of 'social service.' Let us say that we conceive the end of all education to consist in showing that we live in a universe, and in fitting us to live as its citizens.

"Is there any better working theory for an all-around education than this, or is there any more clearly philosophical word to be said about it, or is there anything that promises to work better in practice?

"How shall we get this aim before the minds of all our youth? There are still those who imagine that we must capture our youth for an occasional hour, and have them read the Bible or recite the words of a creed. This is as if you were to try to make poets by teaching the rules of scansion. The result of a large part of so-called religious education is, that the people who have passed through it do not know religion when they see it, as the Athenians did not recognize Socrates and the Pharisees did not know Jesus."

Demoralizing Influence of Public Libraries.

An article in "The (Chicago) Interior" by James Buckman, maintains that public libraries are demoralizing. Some of the points made in defense of the statement read as follows:

"For ten years or more I have not bought, I dare say, a dozen books, my excuse being that I have access to two of the largest and best-equipped public libraries in the country. I find the resources of these libraries adequate to all my professional needs; and, so far as mental pleasure is concerned, they are inexhaustible sources of entertainment. Yet, when I look at my own slenderly furnished book-shelves, and recall the days when, as a college boy, I used to count it a month's delight to save for, and buy, and devour, and pencil, and re-read some volume of my especial desire, I cannot help feeling that something good and helpful, something morally and intellectually stimulating, has gone out of my life.

"Is it not true that there is some ethical significance in the right ownership of books? I say the right ownership, because to possess them as mere chattels, or furniture, or ornaments, is neither a moral nor an intellectual benefit. The young person who has a strong desire to make a book his legal property will not exhaust this desire until the book has become his mental and spiritual property also. One of my old teachers used to say that boys are, naturally, misers, and if they put a penny into a thing, they will be sure to take two pennies' worth of satisfaction out of it. As I look back upon my own experience, I am convinced that this is true, at least of books. I am willing to confess that I have never got at the real, inmost soul and essence of a book since I quit buying them.

"If the public library deprives a person of the real moral helpfulness that comes from the ownership of books, it is, negatively, at least, and in so far, a demoralizing institution. Anything that abates moral vigor and vitality is demoralizing. No matter how negative or indirect the influence may be, it counts just as positively on the wrong side.

"The influence of the public library is distinctly demoralizing, it seems to me, in the license it affords, to young people, especially, of unlimited indulgence in books of light and ephemeral character—chiefly, of course, fiction. * * * It is

wrong in essence to allow young people to have unrestricted access to a great mass of romantic, fictitious reading. They never would have this license if it were not for the public library. And the absorbing extent to which they avail themselves of it is acknowledged by the majority of parents and teachers. 'I can scarcely keep my pupils' minds fixed upon their studies,' says a teacher in one of our large cities, 'so taken up are they with the fad-books of the day, which they draw out of the public library, and pass from hand to hand, devouring them greedily, even during study hours.'

"Now, this superficial, careless, non-appropriate, non-perceptive habit of mind encouraged by the library method of reading has a moral tendency, just like any other habit. It tends to make a person superficial, slipshod, and lacking in thoroughness in other relations of life. The skimmer, the jack-of-all-books, the non-appropriate reader, is apt to be a student lacking in grasp and thoroughness. Whatever his work may be, wrong habits of reading will have a tendency to make him botch it."

The Morals of College Students.

(From an article on "Personal Morals and College Government," by Pres. Charles F. Thwing, of Western Reserve university and Adelbert college, published in "The North American Review" for March.)

Of the two theories concerning the relation of the American college to its students, one is that the college is a family. It is therefore the duty of the college officer to stand in the place of a parent, maintaining watch and ward over each student. The other theory maintains that the college has no relation to the personal character of its students, being concerned only with the giving of instruction. The discussion of the two theories give rise to four questions: (1) Are American college students old enough to determine their own conduct? (2) Should the college attempt to control the personal life of students? (3) Should the college demand of students, conduct which their homes do not demand? (4) Is there any method by which students can be saved from going to the bad?

In answer to the first question, Pres. Thwing says that the degree of maturity which is found in college students depends to large extent upon whether they lived in their homes during the time of preparation or were fitted in academies away from their homes. Students who enter college from endowed schools are usually fitted to regulate their conduct. On the other hand, those who leave home for the first time on entering college should not at once be given absolute and entire freedom. The truth is that those who enter college are neither boys nor men, they are young men.

It is, therefore, evident that in some cases the college has the right to control the private life of students. The expediency of so doing is a question. Students are rebellious against the control of their private life by college authorities although they are friendly to general influences that look to the formation of their best character. Personal influence rather than law is, accordingly, the wiser plan.

Professional schools attempt only indirectly to influence the personal character of their students, but they aid them to uprightness of conduct by maintaining high scholastic standards. Such a method should control in the college. The man who must devote eight or ten hours a day to the performance of his academic tasks, has neither time, strength, nor inclination for base indulgence.

The personal relation of professors to students is of primary value. The first duty of the teacher is to teach, and failure in this is fundamental. But aside from teaching, he is to give himself to his students in such ways as he thinks will help them to become better. In this general relationship of the college, the relation of the students to each other is not lightly to be passed over. Students, like professors, who have a strong personality united with tact, patience, and en-

thusiasm, may be of the utmost worth in helping their associates to the best life.

In considering the third question, the right of the college to demand of students conduct not required in their homes, Pres. Thwing says:

It may be at once said that the college has the right, abstract and absolute, to make any demand which it sees fit to make. The college is usually a private corporation, although in certain large relations it is a public trust, and therefore it may do whatever seemeth to itself good. But a college never interprets its rights in such a hard and fast way. It holds its powers in trust for the people, and it wishes to use its powers so that the good of the people may be promoted. Yet the president of one college writes, defending the right of the college to exact from students in the matter of drinking, for instance, conduct not required in their homes, on the ground (1) that a college ought to have a higher standard of life than many homes; (2) that college life is beset by many temptations, and (3) that, in their homes, young men are surrounded by older friends and little children. * * * In college, the inflammable material is sifted out from the community and put by itself; so that special vigilance is required, to prevent excess. A graduate of Amherst, himself a distinguished clergyman of the Congregational church, writes:

"No college can afford to lower its moral requirements to please anybody; and it cannot afford to imperil its students by allowing any who followed evil practices at home to indulge in them during their college life."

The general question has its quickest application to the question of the use of liquors. Shall the college endeavor to promote total abstinence among its students, or shall it endeavor to promote what it literally called temperance; in other words, shall it, through the practice of its officers, indicate that it is well, if they so desire, for men to partake, temperately, of liquor, or shall it, through the example and practice of its professors, indicate that total abstinence is the only rule for the highest type of self-respecting gentlemen? Upon this point I can have no question, but that the best rule for the American college, through the person of its officers, to set is the example of total abstinence. The only reason for this judgment, to which I now refer, lies in the fact that the reputation of a college as favoring the most temperate indulgence in liquor by its officers hurts that college in the judgment of a large body of the American people. * * *

I suppose it must be said that there is no method by which every boy going to college can be saved from evil. In any system of moral government it is apparently true that some will make evil choices, and must suffer the results of such choices. * * * On the whole, it is apparently the rule to give to men freedom, even though freedom will be, to some, a very expensive and destructive luxury, rather than to make all men puppets and nonentities. Let, rather, the American college believe that its students come to its halls with high purposes, with characters directed toward righteousness, eager to learn the truth, susceptible to personal influences, and willing to lend themselves to the best relations of the college. The life that the students live in such an atmosphere is the best life itself, and is also the preparation for the best life. * * *

The newspapers teem, from time to time, with reports of the frolics or escapades of college boys. Such reports are usually exaggerations; but it is to be at once said that the personal morals of college men are far superior to the personal morals of any body of young men of equal size outside of the college.

Froebel's Mother Play.

DISCUSSED BY THE KRAUS ALUMNI KINDERGARTEN ASSOCIATION.

At the last monthly meeting of the Kraus Alumni Kindergarten Association, held in the Hotel San Remo, New York city, Mrs. Maria Kraus-Boelte read a paper entitled "Some Thoughts on Froebel's Mother Play." Among other things she said:

"The care and gradual education of children devolve naturally upon woman, who cherishes the child from the hour of his birth; educating and forming herself anew, while guiding and developing the child.

To perform the work with heart and soul, woman needs all of her experience,—her mission being to educate, a work to which she should remain faithful, unmindful of scorn or opposition. Endowed with this spirit, love being the motive power, woman cannot fail to make her influence felt. The time is rapidly approaching when her education will be such as to make her life truly worthy of herself, less stress being laid on scientific and literary studies."

Mrs. Kraus-Boelte quoted Dr. Richard Lange, the so-called "spiritual son of Froebel," who guided her own kindergarten education and experience during the first ten years of her work saying: "'In Froebel's Mother and Cossetting Songs,' we have an example of that true spirit which regards early life as a fore-shadowing of a much higher existence, the man the highest development, and the child as a bud upon the tree of humanity containing within himself the germ of the whole. The rejoicing mother deeming herself supremely blest, because of recognizing that from her springs the divine in human form, and that she is admitted to take active part in the gradual development of the eternal in the mortal, of the divine in the human, striving to open the child's mind, gradually, to the world around him. The mother first awakens the child's mind to things in nearest contact with his body, then to nature, and finally to heavenly things."

"Woman needs to be taught to let the child live naturally. If we want to educate children, guiding them to more perfect manhood and womanhood, we must begin with the future mothers. Young women need to be physically stronger, and so trained that refined tendencies become second nature to them. The ideal of wifehood and motherhood cannot be placed too high. True family life threatens to perish. The kindergarten is but an auxiliary to the home; the home is the fundamental agency for fostering morality, the mother being the central point. The kindergartner should be the ideal mother, for the time being, to her circle of children."

"Studying Froebel's methods is truly nothing more or less than studying the science for mothers, i. e., true motherhood, real and ideal."

The two subjects chosen from Froebel's mother and cossetting song books were, "The Weather Vane," and "All is Gone."

Physical Training in the Colleges.

(Abstract of an article by Prof. Fred E. Leonard, M. D., director of Men's Gymnasium, Oberlin college, published in the March "Popular Science Monthly.")

Our foremost colleges and universities have within the last twenty years been providing for the physical training of their students by the erection of gymnasiums and by assigning the direction of the work done in them to some officer supposed to possess special qualifications for his position. The wisdom of this new departure in college education is apparent. Many a student is physically defective when he enters upon the course of study. The conditions of college life favor physical carelessness. The current sets strongly in the direction of mental effort. The scholar's ambition is aroused, his circle of interests widens, he realizes the need and the possibilities of intellectual attainment.

Student athletics, although they form an important part of the necessary physical training, are not sufficient. They attract the most proficient, not the most needy. They leave untouched some of the commonest physical defects. They are largely lacking in careful supervision, system, gradation, adaptation to individual needs. They can be compared to the student's general reading, rather than to his serious study.

Amherst college, in 1860, was the first in America to establish upon a sound basis a department of phys-

ical training, placing at the head of it a thoroughly educated physician, a member of the faculty, with the title of Professor of Hygiene and Physical Education. Nearly a score of years passed before Harvard college (1879) became second on the list, by appointing Dr. D. A. Sargent assistant professor of physical training and director of the Hemenway Gymnasium, which had been erected at a cost of more than a hundred thousand dollars.

Before a student enters a gymnasium he is generally called upon to submit to a physical examination. Its extent and thoroughness vary with the training and character of the examiner, and the time at his disposal. The most complete form includes (1) a record of certain facts of family and personal history which may explain abnormal conditions, if these are present, and direct attention to probable tendencies; (2) a systematic inspection of the whole body; (3) a medical examination of the heart and lungs; (4) a series of about fifty measurements of weight, height, various lengths, breadths, and depths, tests of lung capacity, and of the strength of muscular masses. If the work has been thoroughly done, the director has at hand a valuable fund of information to be used in framing advice suited to the needs of the individual, and the study of hundreds of such cases together may yield important deductions concerning the characteristics of the student class.

There is so much diversity in the methods of physical training employed in our colleges and universities at present that a satisfactory summary is difficult to give. The nature of the work done can be shown with tolerable accuracy by the selection of certain types. The results sought at Amherst are hygienic and recreative, rather than corrective or educational. This plan owes much of its success to the peculiar conditions existing there, and to the personality of the beloved director, Dr. Hitchcock. Some of the features have been adopted at Cornell, where, however, the work has to be combined with a system of military drill.

The conditions at Harvard are quite different. The number to be provided for runs up into the thousands. It therefore becomes next to impossible to group the men for graded instruction, and prescribed work for the individual has been adopted as offering the best solution of the problem. Dr. Sargent's series of widely known and used pulley weights, adapted to a wide range of wants and strengths, was devised to render more efficient the making and carrying out of these prescriptions. The use of the so-called developing appliances secures results which are corrective, and in a measure hygienic, but they lack recreative and educational qualities.

What has been said of Harvard will apply in the main to Yale, though there the interest in athletics overshadows all else. At Bowdoin a system of applied athletics, or competitive gymnastics, is the distinguishing feature. The results sought are clearly educational, as well as corrective and hygienic. The work at Brown, though it differs in details, can be referred to the same type except that military drill is required in the fall and spring of the freshman and sophomore years, under an officer in the United States army.

Where the work is required only during the early part of the course, or for a term or two, it is in too many instances unworthy to be called scientific or pedagogic. It is usually a combination of prescribed exercises for the individual and memorized class drills with light apparatus, together with optional use of the fixed apparatus. It has, to be sure, some corrective and hygienic value while it lasts, but is likely to grow monotonous, and is dropped before it has accomplished much in the way of genuine training. It can not be too strongly insisted that proper grading of classes, careful selection and arrangement of teaching material, progression in each lesson and throughout the series of lessons, and skilful adaptation of methods

to meet local conditions, are of fundamental importance in physical training, as they are in other phases of educational effort.

Some surprise may be excited by the statement that at the present time the most painstaking and satisfactory work is being done in the colleges for women, but it is probably true. The college officers are, as a rule, more alive to the importance of the department, the teachers are with few, if any exceptions, graduates of normal schools of gymnastics which require two years of study, and the disturbing element of athletics does not enter so largely into competition with efforts at systematic physical training.

We in this country have been greatly benefited by the study of Swedish gymnastics, but anyone who comprehends the wealth of the German literature of gymnastics, and the extent and variety of the experience of which it is the outcome, must regret the fact that it has been hitherto so generally overlooked. It offers an inexhaustible storehouse of material which will be found especially helpful in planning courses in physical training for advanced classes, in our institutions for higher education.

Dr. Harris' New Book.

Volume thirty-seven in the International Educational Series (D. Appleton & Co.) is "Psychologic Foundations of Education. An Attempt to Show the Genesis of the Higher Faculties of the Mind." More than one-third of this series treats systematically of psychology and its relations to education, or monographically of some particular phase of the science or those relations. The crowning number in this vast array of contributions to the professional library of teachers is this volume from the pen of the editor of the series. The series is not completed, for its announcements are still forthcoming.

The aim of this volume is "to show the psychological foundations of the more important educational factors in civilization and its schools." The belief which actuates the author, is that "education has use of psychology only in so far as it shows the development of mind into higher activities and the method of such development" (pp. X., VII.).

The contents of its four hundred pages, well blocked out into thirty-nine chapters,—(will they become the Thirty-Nine Articles saving American pedagogues?)—falls into three parts: The introduction shows the practical usefulness of psychology "in determining (the) pupils' course of study, his capacity for advance, his grasp of the lessons, (and) the spirit of his intention." Part I. treats of "Psychologic Method," in eighteen chapters, discussing introspection, the three stages of thought, "self-activity, the infinite, the absolute, mental pictures, figures of the syllogism as showing mental structures, physiological psychology as counterpart to logic, the freedom of the will as the acme of self-activity," and the "new" psychology, including child-study. Part II., one-fourth of the book, presents "Psychologic System" in twelve chapters, deducing systematically the successive and various phases of the intellect growing out of the application of method, namely, the realization of the principle of self-activity,—the Hegelian bulwark of all of the author's best achievements in education. In this system are discussed the individuality of organic beings, the soul-life of plants and animals, the feelings and emotions, the five senses, recollection and memory, the conceptual transformation in all perception of objects, thinking as the activity of understanding, the function of the reason, and its coordinate development with will as "the objective ground of personality."

The real aim and pedagogical contributions of the

volume are found in Part III., "Psychologic Foundations," which fills one-third of the space. In this part the author most suggestively "applies the doctrines unfolded in Parts I. and II. to the explanation of problems of human culture or education; for there are psychological foundations to each product of human activity." The author is here at his best in this inquiry into the psychological and pedagogical factors "of society and its institutions, and of reactions against them; of the national ideas that have successively appeared in the world history; of art and religion and their history; of science and philosophy; finally of the school, its course of study, its divisions of the curriculum into elementary, secondary, and higher education" (p. 254).

In this day of empirics, evolutionists, and statisticians, in whose psychological hands we are about to be destroyed by the newer inquisition, there is relief and comfort in this work from Dr. Harris. This book is a good check to much that is going the pedagogic rounds; and in its distribution it will have a national influence. The breadth of view turns psychology for the teacher into a "new" channel. The singleness and penetration of its insight, its most conspicuous trait, do not leave the teacher in the meshes of facts and figures and the mazes of scientific hypotheses. What the book does for education is to restore this activity to its greater and rightful dignity, not leaving it to the mercy of statement of individual "conditions."

This volume stands for much in Dr. Harris' mental development. A teacher by instinct, he has not, in this culminating work, forsaken the craft in their needs and insights. From the introduction to the last page, its dominant idea is education as the most rationalizing process. The work is evidently not written for the author's satisfaction in exploiting a new theory, but has grown with the sole aim of aiding the insight of teachers. In addition to his services to our national education through the Bureau of Education at Washington, this book is unparalleled in the vigor and ripeness with which it gives every teacher in the land, the author's interpretations of a many-sided learning, gathered together in a life time. Our educators and teachers are to be congratulated heartily upon having, in this permanent form, the insights and interpretations which have been in effective guidance during the past years.

Edward F. Buchner.

Corporal Punishment as a Means of Social Control.

(Abstract of an article by Prof. Earl Barnes, London, formerly of Leland Stanford University, in "Education" for March.)

No American can live in England, even for a few months, without realizing that the whole theory and practice of human control is very different from what it is with us. If from England the visitor goes on to France the marked characteristics of English control are still more emphasized.

The English are a strong people—their present empire is a sufficient proof of this statement. They are frankly, directly masterful; and this masterful quality is most simply expressed in their attitude toward corporal punishment. Everywhere one is brought face to face with the national dependence on physical pain and discomfort as a means of correcting evil ways.

This form of control is reduced to a working system and dignified by tradition and noble associations in the great public schools of Eton, Harrow, and Rugby. Thomas Arnold counted on the "fagging system" of Rugby "as the keystone of his whole government." When a liberal journal made an attack on corporal punishment, he replied: "I know well of what feeling this is the expression; it originates in that proud spirit of personal independence which is neither reasonable nor Christian, but essentially barbarian. What can be more false, or more adverse to the simplicity, sobriety, and

humbleness of mind, which are the best ornament of youth, and the best promise of a noble manhood?"

When corporal punishment is common, and grounded in a generally accepted philosophy of control, it does not carry with it that disgrace which attaches to it where any form of physical assault is considered as not only painful, but as personally insulting. This attitude toward physical compulsion is not an unconscious accompaniment of environment and racial qualities; it is, instead, the accepted philosophy of the people, and they look with distrust and apprehension upon any people holding a different view. The attitude of English writers toward the French in matters of government, art, literature, and social relations, from the impassioned utterances of the days of the French Revolution to the articles in to-day's newspapers, all express this distrust of activity that is carried on outside the shadow of the strong arm of a law that can be distinctly seen and felt, if necessary.

The studies made on children's attitude toward punishment during these past four or five years go to show that young children accept physical reactions as a perfectly natural thing against which they feel no particular revolt. Their own tendency is to impose physical pain as a means of bringing things or people into line with what they think ought to be done. Farther, all our studies on undisciplined and spoiled children go to show that a young child finds, at first, the conditions of sound mental and moral growth only in absolute obedience to a will and a direction superior to his own. So with a primitive people. All history teaches that they find their best conditions of growth in strong paternal rule, backed by immediate physical pain.

These, then, are cases where direct physical rule seems desirable with young children; with primitive people, and with certain types of spoiled people. All sane and healthy living must certainly start in absolute and willing obedience to some superior human power; without this start, no sound growth. But it is equally true, that from the first, each individual must not only be allowed, but encouraged, to struggle for and to attain self-direction; that is to say, a direction that is in accord with the constitution of the universe, his own nature and human society being two elements of that universe. Absolute control, backed by prompt physical penalties, will give the foundations for healthy growth; it will form a great army; it will conquer and govern provinces; it will at least hold in subjection the criminal and spoiled classes, and it will sometimes cure them. But if it is too long continued, it will destroy initiative, crush out artistic development, and ultimately brutalize a people. These conditions have not been realized in England, but the national tendency seems to be in that direction.

When we turn to America, the conditions are all very different. The free life of our early settlers developed an extreme confidence in self-direction; our revolutionary struggle with England strengthened this confidence into a conviction which is formulated in our Declaration of Independence. With plenty of room for growth, we passed the period of swaggering young manhood, from 1800 to 1840, without having our self-confidence properly tempered by a large and cosmopolitan experience. Then came the anti-slavery agitation with its vehement denunciations of the whip and personal degradation, and its soul-stirring orations on our black brother and human equality. Whatever ideas of direct control and compulsory obedience might have survived, these national experiences have been still further obscured by the varied immigration with which our country has been flooded since 1840.

Thus it has come about that the difference between the social faiths of England and America is profound. With us, the individual is the center of the universe; we believe in him; we trust him; and this trust rests in a deeper optimism, in a belief in the essential rightness and sanity of the universe. But in this general optimism have we not carried on theories of physical inviolability so far that it has unfitted us for dealing intelligently with backward peoples and diseased classes? Our lowest class of negroes, our lazy and habitual tramps, and our city hoodlums are the hardest problem we have to meet. Our children, especially, suffer from this lack of discrimination on our part. Freedom that comes too soon, before the individual is ready for it, is ruin; and we, in America, have to learn when in the advance from savagery to civilization, from childhood to manhood, the admonitions of experience need the backing of physical force.

Learning by Doing.

Miss Gertrude Buck, of Vassar college, gave before the school of pedagogy of New York university, a description of Miss Scott's school in Detroit, Mich., where the pupils actually live the studies on which they are working. The idea is to give them practical knowledge of life in the past as well as in the present. The first period studied is the nomadic. The pupils in this period are from five to seven years of age, and study the North American Indian and Hiawatha as pictured by Longfellow. The pupils make miniature wigwams, moccasins, feathered headresses, and the like, and turn themselves into veritable Indians.

The next period of life is the pastoral, in which the children are taught to make the shepherd's flute, to braid mats, and to follow the customs of a pastoral people. The next class is the agricultural, copied after the Persian methods of farm work. Then comes the Greek period, in which the pupils study physical beauty and the laws of proportion. They assume Grecian names, and try to follow Greek modes of living. In the Roman period, feats of arms, making of swords, and conquering the world are the chief objects of interest.

So the pupils are brought through the various phases of civilization until our own day is reached, when they study the political, social, and domestic phases of our own life.

Miss Scott's school has been in existence only six years, though several similar schools have been successfully operated in Germany.

By far the best preserved and most complete collection of the books once belonging to Washington was opened to the public a few months ago in the Boston Athenaeum. Washington's library originally contained about 900 volumes. These went to his nephew, Judge Washington, to whom he also left his Mt. Vernon residence. Judge Washington bequeathed the books to his nephew who sold the greater part of them to Henry Stevens, the bookseller. Mr. Stevens intended to send them to the British museum, but a number of eminent Boston men raised a subscription of nearly \$5,000, and purchased the books, depositing them in the Athenaeum. Of the 455 volumes and 750 pamphlets, 354 volumes and several hundred pamphlets are undoubtedly Washington's. The rest belonged to his nephew and other members of the family. The remainder of Washington's library has been scattered, 282 volumes having been sold at auction at the Centennial. Nearly all the books in the Athenaeum contain Washington's autograph and book mark.

Something for the Modern Teacher to Think of.

Children pass through stages when, while they may really be taking in much, they appear absolutely to have no power to give out anything; and for these stages, education, as we commonly have it, makes no provision. The most intelligent teacher is apt to lose patience with what looks like stupidity or sloth; and, in any case, the teaching progresses in the customary order, with a constant pressure on the pupil for proofs of visible acquisition, regardless of whether the internal forces are intent upon other, and, at the instant, more imperative functional duties or not.

It is true that some children have more of these absorbent periods, and longer ones, than others; but it is also true that these eventually do not prove to be the dulllest children, but often the reverse. In conclusion of the whole matter, what one would like to have answered is this: Are times of this sort, in which it seems impossible for the brain to discharge, or even to acquire, anything of value, to be considered a part of the inevitable constitution of things, something no more to be fought against than the farmer can fight with his fields because they must lie periodically fallow, if they are to bear good crops; or can education, thanks to the newer and more enlightened recognition of mind-stages in which all growth goes on below the surface, so treat these stages in childhood, that they will be less troublesome in later years? Do the semi-comatose mental periods come within the physician's jurisdiction—are they matters of bile or lymph, liver or spleen—or will future teachers reach them? Are they physical wholly, or also psychic? We know of instances, surely, where they have been triumphantly forced off, during a brilliant childhood and adolescence, by intensive instructors, and a stimulative educational régime; and where, also, the pupil thereafter collapsed into insignificance, showing no power further of any sort; much less the enviable power that is ever available, in hand, ready for use.—From "The Point of View," in the March "Scribner's."

Methods of Teaching Arithmetic. Recent and Prospective Changes.

By F. W. Hall.

(Abstract of paper read before the Schoolmaster's Club, at Peoria, Illinois, February, 5, 1898.)

The arithmetical instruction of twenty-five years ago should not be condemned in a wholesale manner. "The science of number and the art of computation," as presented to the pupil at that time, contained real educative elements of immeasurable value. The so-called "mental arithmetics," among which Colburn and Stoddard were the bright lights; the miscellaneous problems constituting the last chapter of fractions in the "written arithmetics"; the long problems in partial payments; the compound proportion, and the dreaded miscellaneous problems following square and cube root, and those on the last six or eight pages of the "Higher Arithmetic," were not without great educational value—for some pupils; for those who could master them.

It was with such text-books and under such instruction and training in matters arithmetical that the teachers forty years old and upward laid their foundation for what mathematical knowledge and skill they now possess; and few who have shown themselves capable as teachers of mathematics, will care to be numbered among those who claim to have achieved their success in spite of their early instruction.

Some one has said: "The public schools are the creation of mediocrity for the perpetuation of mediocrities." Whether this is true or not, we are now so modifying the work as to better adapt it to the needs of the mediocre pupil. The average teacher is striving to adapt his work to the average pupil; but the superior teacher—the one far above the average—is endeavoring to adapt his work to the individual pupil. We have carried this matter of averages too far. We are losing sight of the unit pupil in the unit class. "The most serious weakness of the public and private schools of this country," says Dr. Harris, "is found in the usual (note the word) iron-clad method of grading schools." Twenty-five years ago the work on arithmetic was measurably well adapted to the needs of the brightest pupils. To-day it more nearly meets the wants of the average pupil. Twenty-five years hence it must provide for the needs of the individual pupil.

But the methods of teaching arithmetic in vogue twenty-five years ago were no more defective than those employed in any other branch of study. If, as Dr. Hewett says, many children who went into the schools bright, keen, and inquisitive, were made dull and stupid through faulty methods of instruction, this disastrous result, this mortifying fact must not be attributed alone to the then prevailing methods in arithmetic. It may be true, as Dr. Harris says, that "there is no subject taught that is more dangerous to the pupil in the way of deadening his mind and arresting its development, if bad methods are used," and still there may be other subjects equally dangerous. I protest against the attributing of all, or of the principal part of arrested development that is the result of bad teaching, to improper methods in mathematical instruction.

In all times since schools were established there have been good teachers, and inferior, even worthless, and positively harmful, ones. In all times the inexperienced and unskilled teachers have outnumbered those who were properly prepared by nature and by training for their task. It is to lack of good judgment and professional skill on the part of the teacher, more than to unsound methods as presented in the text-books, that the greater part of the failure then and now is to be attributed. If we are doing better work now than we were twenty-five years ago, it is mainly because teachers are now better prepared for their work than they were at that time, rather than because of any radical change in the method of instruction.

Neither has there been, nor will there be, any discovery or revelation of mathematical truth that will revolutionize the methods or provide a royal road to the acquisition of mathematical power. I do not mean to be understood as saying that there can be no improvement in method, or no better arrangement of topics; but all these things are of secondary importance. The main thing is to have a teacher who can

see through the windows of the mind of the individual pupil by whom he is confronted, with sufficient clearness to be able to present to that particular pupil the step which he needs to take at that particular time—which he can, by his own strength, take—that will lift him into the light and broaden his view. The forward movement cannot, from the very nature of the case, be by platoons and battalions, but must be planned by the teacher with reference to every individual struggle for advancement. This is the kind of child study that will be the most helpful, and will, in the highest degree, increase the efficiency of the schools. What we may have gained in twenty-five years in improved methods and better selection of matter, and in teachers more thoroughly prepared, we have, in part, at least, lost in rigidity of grading, in the obscuration of the individual necessities, in platoon drills.

We are now, in matters pedagogical, in the very midst of that period of progress—thank heaven—which is characterized by what Spencer calls "the disagreement of the inquiring."

The mental process in the acquisition of truth, it seems, is too large a subject for any one man to see all around it at one view; hence, perhaps, it ought not to be a matter of surprise if some unduly magnify the importance of that phase of truth of which they believe themselves to be the discoverers or the promulgators, or that they sometimes condemn with unmeasured severity the declarations of those who are looking at the other side of the same great truth. But let us be reasonable, my friends, and not consign to everlasting infamy the mathematicians who made the books upon which we were fed, or denounce with too much severity those who have the temerity to differ from us on psychological or pedagogical questions. To declare that the other fellow's wit is elephantine and his logic infantine, and borrowed at that, that his statements contain "venerable errors," and are "the sign and symbol of arrested development," that "his candor and honesty can be vindicated only at the expense of his intelligence," does not aid in the promulgation of psychological truth, or serve to convince that the writer has a clear conception of the ratio of vituperative verbosity to sound argument.

The changes that are being made all along the pedagogical line in all branches of study, can be, for the most part, classed under one head, and are largely the result of a clearer conception and a more complete appreciation of a single psychological truth; viz., that thinking is seeing relation; that the perception of relation is the result of comparison; that, except the terms of comparison are in consciousness, there can be no conception of relation, and therefore no thinking. This psychological fact lies at the base of nearly every improvement in method in all branches of study. It is indeed the parent of those more recent movements which have made so common in the pedagogical vocabularies, the words, apperception and assimilation, and that other group of words correlation, concentration, coördination, etc.

The terms of comparison which first come to the child mind must, of course, come through sense perception. But the principal part of the work of the schools is comparison of terms that come into consciousness through the use of spoken or written symbols. This is not only true of the high school and the college, but it is true of the primary room. Take away from the primary teacher the use of symbols as a means of bringing into the consciousness of the pupil the terms of comparison, and you may as well dispense with her services. All she could do would be strictly sensuous.

Let us, then, confront ourselves with the fact, that by far the greater part of school work, even in the primary grades, is performed, ought to be performed, must be performed, with symbols. Moreover, comparatively few of the symbols which the pupil must learn to use, bring into consciousness that which has been present to the senses. The imaginative power must be called into action every day, every hour, and I had almost said, every moment.

The symbols which I use in presenting this paper, and which you will use in the discussion of this topic, are mainly symbols of mental products that are not images of objects of sense.

Now, the great school blunder, the every-day blunder, the blunder that blights and brings disaster, the blunder that the best teacher sometimes makes, and the inferior teacher con-

stantly makes, the blunder that is death to interest, and an impassable barrier to progress, the blunder that overshadows and shrouds in midnight darkness that which would otherwise come to light, the blunder which "bright, keen, and inquisitive" children are made "dull and stupid," the blunder that arrests development and leads to intellectual stagnation, the blunder that is itself the parent of a whole mob of little blunders that play hide and seek in the brains of both teacher and pupils, and sometimes make the school work a failure and life miserable for the teacher, is the use of symbols that do not symbolize—the asking of pupils to see relation when the terms of the comparison are not in consciousness; only the symbols of the terms. Avoid this one blunder in the teaching of mathematics, or of any other study, and we have well-nigh perfect work.

But what are the terms of comparison on mathematics? Magnitudes. What are the terms of comparison in arithmetic? Measured magnitudes. What are the symbols of measured magnitudes? Numbers in connection with the name of the unit of measurement expressed or understood (often understood).

How is relation expressed in arithmetic? By numbers. What, in arithmetic, are the symbols of numbers? Figures. If the foregoing bit of catechism is orthodox, then figures are symbols of numbers; and numbers are not only symbols of relation, but are a necessary part of the symbols of measured magnitudes. In the expression, 6 inches, we have a symbol of measured magnitude of which 6 is an essential part. But the 6 also expresses the relation of the magnitude 6 inches to the unit of measurement 1 inch. It is this double aspect of numbers that makes us a world of trouble. Sometimes one aspect is, and ought to be, uppermost in consciousness and sometimes the other; that is, sometimes a number should suggest magnitude and sometimes relation, according to its use. In the expression, $3 \times 4 = 12$, the 3 suggests relation, the 4, magnitude, and the 12, magnitude. These are the aspects of the numbers that are uppermost in consciousness, if the words are thoughtfully spoken. Yet, it is easy to show that there is a magnitude aspect in 3, and a ratio aspect in both the 4 and the 12.

The psychologists and the mathematicians agree that number is an implied ratio; that, primarily, it is ratio; but secondarily, it has an aggregation or magnitude aspect, and that which is psychologically secondary becomes pedagogically primary. Number, to the child, suggests aggregation, magnitude. It does suggest magnitude; it ought to suggest magnitude; it is the symbol of magnitude. Pedagogically speaking, then, numbers, either with or without the expressed name of the unit of measurement, are, primarily, symbols of magnitude. At first, the number is associated with the measuring unit; but at length the number alone may be used, and that without losing its character as a symbol of magnitude. The use of the word quantity in algebra, to denote either number or magnitude, is in itself an implied recognition of the kinship of number and magnitude. Gradually the ratio aspect of number becomes apparent to the learner, but even to the adult—the teacher of arithmetic and algebra—the magnitude aspect of numbers is that most frequently present in consciousness—and it ought to be.

Where, then, is the danger? First, that the children will operate with figures without having in consciousness the numbers for which the figures stand. This is what Pres. Cook has aptly called "juggling with figures." (This danger does not appear in the schools for the blind, for the very good reason that we make but very little use of figures in our work; and by this course we remove a series of obstacles in our number progress. This removal of an obstacle comes to the blind child as a compensation in part for his inability to make use of the written symbol.)

The second danger is, that the pupils will operate with numbers without having in consciousness the magnitudes for which the numbers stand. Ask in almost any school, what part of a 6-inch square a 3-inch square is, and some pupils will answer, one-half. This is the effect of juggling with numbers, when the magnitude to be compared is not in consciousness. (The use of figures or number in the arithmetic classes while magnitudes and their relations are not in the consciousness of the pupils, has its parallel in the meaningless

combination of words found in the "First Reader" of twenty-five years ago, and in the spelling exercises by which the pupil learned to spell long columns of words of the meaning and use of which he was utterly ignorant.)

My contention, then, is, that almost the only changes necessary in the teaching of arithmetic from those methods in vogue in the best schools twenty-five years ago, are suggested by the fact that the study of arithmetic is mainly a comparison of measured magnitude; and that it is worse than useless—it is wickedly unpedagogical, to demand of a pupil that he shall perceive and express relation when the terms of comparison are not in consciousness. This view of the case will inevitably lead to the following conclusions:

1. The arithmetic work should have its foundations laid in measurement.

Counting is crude measurement that constitutes the first part of the foot-step in number work. Early in the course the teacher should begin to familiarize the pupil with a variety of units of exact measurement. "Measurement for construction purposes" will add interest to the work, but the *sine qua non* of this foundation is a variety of units of measurement so familiar to the pupil that he can bring them into consciousness instantly on the presentation of the spoken or written symbols (the most of it, indeed,—words or figures—do not bring the magnitudes into consciousness).

This will allow time for gaining familiarity with the units of exact measurement without forcing them upon the pupil's attention. These will come to him incidentally, at home, on the farm, in the store, in his play, and in his work. They will come to him in school, attractively, in his reading, in his nature work, in his drawing, and in the sloyd room, if he is so fortunate as to find a place there. Thus will ideas of exact measured magnitude become a part of his own mental experience.

3. The use of large numbers—long rows of figures—should be tabooed in the third, fourth, and in the fifth grades. This is necessary for two reasons: (a) Long rows of figures represent magnitudes and relations that are difficult of conception. With such symbols it is almost certain that the child will not see through the figures to the number for which they stand, and through the number to the magnitude or relation for which it stands.

(b) So much time will be required for the mere mechanical part of the process that the child will be led to think that arithmetic is "ciphering"—"juggling with figures." Or as some one has put it, "He will forget what he is doing in his efforts to remember how to do it." With small numbers and the use of many concrete problems, and the "concreting" by the pupil of problems in which abstract numbers are employed, the pupil may be led to believe and to feel that arithmetic deals mainly with the numerical relations of measured magnitudes;—that figures stand for numbers and numbers for magnitudes and their relations.

4. The presentation of division under two heads, or cases, is a great convenience, amounting, practically, to a necessity, if the child is to see, in division, magnitude relation.

The two problems,

$$\begin{array}{l} 24 \text{ apples} \div 3 \\ \text{and} \\ 24 \text{ apples} \div 3 \text{ apples} \end{array}$$

may both be solved by finding how many times 3 apples are contained in 24 apples, or by finding how many times 3 is in 24, and giving the proper interpretation to the quotient. But the third-grade pupil, unless he is a veritable prodigy, cannot learn to think in that way. He must think that the first problem is to find one-third of 24 apples (which it is), and the second, to find how many times 3 apples are contained in 24 apples, or he will not think it at all; he will simply "juggle with the figures," to find the answer. Later in his school life, he may learn that all division problems may be performed with abstract numbers, and the proper interpretation given to the result.

5. Much of the work found in our text-books upon arithmetic must be eliminated.

Here I accept and adopt, with one or two important exceptions which I shall omit, the limitations found in a recent pub-

lication of a "Suggested Course of Study for Graded Schools in Wisconsin." I quote:

(a) Work in fractions below the fifth grade, namely oral. Very little or no work in fractions below the sixth grade giving results with denominators greater than 100.

(b) No long division below the fifth grade with divisors of more than two figures.

(c) Omit greatest common divisor entirely as a separate topic, and use only so much of least common multiple as is necessary for addition and subtraction of fractions.

(d) Omit longitude and time. Teach the principles of this in connection with geography.

(e) Omit reduction, addition, subtraction, multiplication, and division of denominate numbers as separate topics.

(f) Omit examples in which an agent receives a stated amount to cover commission and cost.

(g) Limit taxes, insurance, and duties to simplest cases and explanations of terms.

(h) Give little attention to problems in interest.

(i) Either omit stocks and bonds, or limit to oral work.

(j) Teach only the "U. S. rule" for partial payments and limit to three payments.

(k) Omit true discount, and take only the first case in bank discount.

(l) Omit compound interest, exchange, and equation of payments.

(m) Take first case in partnership without element of time.

(n) Omit cube root and applications except such as can be done by inspection.

(o) Make problems involving proportion prominent throughout the course.

The reason for many of these omissions may be found in the fact that these subjects lead the pupil entirely outside of his "range of experience," and of his opportunity for profitable observations, and therefore of his interest. In his effort to solve the problems usually presented under these heads, in his efforts to "get the answers," he is very likely to attempt to express relation when he has not in his mental possession the things related. He undertakes to solve problems, when he has no adequate conception of the conditions that make the solution of such problems necessary. Therefore, the work becomes purely mechanical and deadening, and "arrested development" is the inevitable result.

I desire to say a few words in regard to the necessary mechanical part of the work in arithmetic. Some drill in memorizing certain useful arithmetical facts, and in learning certain mechanical processes seems inevitable. But the drudgery of this work will be reduced to its minimum, when it is done in connection with the actual comparison of magnitudes; when the pupil is made to feel the need of a knowledge of these mathematical facts, in order that he may quickly see quantitative relations in which he is interested.

Greater accuracy, too, must be demanded and secured in the mechanical part of the work. In this respect, we have made serious mistakes; second in disastrous results only to the kind of errors upon which I have dwelt at length in this paper. The pupil solves accurately nine of the ten drill problems in the lesson, and receives, therefore, the mark, "90." Indeed, if there is only a slight error—one figure wrong—he is sometimes marked "95." As he moves through the grades—fourth, fifth, sixth, seventh, and eighth—he continues to make an average of but one error in ten problems, and his final mark is "90." He is the pride of his teacher and of his parents; and he regards himself as excellent in arithmetic. He goes from the school to the store or to the counting-room, and quickly learns, to his great surprise and disgust, that 90 per cent, accountants are not wanted; that 90 per cent. in such work, instead of being excellent, or even good, is absolute failure. For this serious disappointment he may justly hold his teacher and his system of marking responsible. The lesson in mechanical work should be of such a character and length that the pupil can, with the exercise of proper care, make every figure precisely as it should be made, and little or no commendation should be given to the boy who has one figure wrong in one problem of the ten.

We must impress upon the pupils the fact that 90 per cent. accountants are complete failures, and impress upon ourselves

the fact that 90-per cent. pupils make 90-per cent, accountants. Happy is the pupil who learns before he enters the school of experience that carelessness is unprofitable; that it costs more to find and correct an error than it does to avoid it. Teachers, instead of "sitting up nights" to correct errors, should sit up in the day time, to prevent them.

To recapitulate: The arithmetic instruction of twenty-five years ago was of great educational value, and in no way inferior to the instruction in other branches of study.

The defects in this and all other branches grows mainly out of failure to realize that "thinking is discerning relations," or out of the attempt to perceive relations when the terms of comparison are not in consciousness.

The terms of comparison in arithmetic are measured magnitudes.

The symbols of measured magnitudes are numbers in connection with a unit of measurement expressed or understood. The symbols of relation, too, are numbers, and figures are symbols of numbers.

It is therefore desirable—indispensable—that the pupil should see in figures the numbers they represent; and in numbers, either magnitude or relation, according to their use in each particular problem.

The employment of numerical symbols that do not suggest to the pupil either magnitude or relation (according to their use in the problem) is to ask the pupil to see relation when the terms of comparison are not present in consciousness—only the symbols of the terms.

The dangers suggested by the foregoing facts should lead to the following modifications in school work in arithmetic:

1. Arithmetic work should have its foundation laid in measurement.

2. Formal work in arithmetic should be deferred until near the beginning of the third school year.

3. The use of large numbers—long rows of figures—must not be permitted below the sixth grade.

4. The presentation of division under two heads, or cases, is to say the least, a great mental convenience, and makes it easily possible for the child to see, in division, magnitude relations.

5. All that work should be eliminated from the text-books that involves the use of magnitudes of which the average pupil can have no adequate conception.

6. While smaller numbers should be employed, greater accuracy must be demanded in the so-called mechanical operations. Nothing short of absolute accuracy must receive high commendation.

It is believed that, with these modifications, the work in arithmetic will be greatly improved, and will no longer be open to the charge that it is a main factor in the production of "arrested development."

Value of Latin in Preparatory Study.*

By Isaac B. Burgess.

What is the Latin study referred to? In answering, I shall not be guided by any distinctive views of my own, but by the practice of the best American teachers as expounded; for instance, in the Latin conference report of the Committee of Ten. In brief, then, Latin study of the day is constant practice in the use of Latin words, sentences, feelings, and thoughts. Memory in it is a valuable, but auxiliary, faculty, and improvement in attainment, as in all work involving practice and skill, must be gradual. A misunderstanding of the nature of Latin study as a course of practice often leads to impatience and discouragement.

As with all language study, it is a study of man and his expressions of himself, and not a study of the material environment of man, as is the case with physical science. In this study there are two sides: (1) The study of the form of the language and (2) the study of its content. The former consists of words, case endings, verbal inflections, the grammatical rules which govern the relations of words, etc. The latter

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consists of Roman history, Roman life, Roman law, or, more broadly, of the emotions, thoughts, aspirations, which belonged to Roman men. But these two sides of the study are inseparable. Words, if they are at all completely known, carry us into history and life; e. g., the Roman word for royalty came to mean tyranny, just because the last Roman king before he was expelled became a tyrant. No true and full idea of the history and life of a people can be obtained except by an accurate knowledge of the grammatical forms of their written language, and a misapprehension of these forms will lead to egregious blunders as to the truth conveyed by them. There is much misapprehension on this point, as is indicated by such expressions as this in the writings of a bright American: "Cicero, the Latinist, is dethroned, and Cicero, the statesman and moralist, is exalted in his stead,"—this in speaking of the modern movement in classical teaching. If Cicero, the Latinist, were dethroned, Cicero, the moralist, would be strangled in his bed. There can be no good sermon without true exegesis. What such writers mean is, that, in the past, much useless grammar has been learned, and that after the earlier period of study more time may be given to the content and less to the form of the language, so far as these can be separated.

Now, the study of the Roman language is probably just as valuable as the study of the Roman life and thought expressed by the language; but it calls into exercise different faculties, and is appropriate at a different time. So simple a matter as the rules of agreement in Latin give a training to the comparative faculty which experience shows is generally sadly needed.

A boy after using an infinite a good many times in the Latin sentence, "He persuaded them to go," will finally learn to use a subjunctive. In other words, he gains mental alertness—a quality valuable alike in keeping out of the way of a teacher's displeasure and the track of an approaching train.

The dative and ablative plural are always alike in the Latin and the pupil must wait for the verb to decide between them; in other words, he must learn caution and patience.

The verb *pendāre* means to hang; *pendere* means to weigh; *fugere* means to flee; *fugere*, to put to flight, and so on through many pairs of words which are somewhat alike, and yet different. The Latin scholar must be accurate.

The hour the pupil begins to study Latin that hour he begins to see that thought may be expressed in more than one way; the verb does not come early in the sentence as in English; he may say, "The book is to me," instead of, "I have a book." "He had come," three words in English, make but one word in Latin. He has known nothing but English before, and thinks English was spoken in the Garden of Eden. The fact that there is more than one form of thought is at first a shock to him; but he gets used to it gradually, and the result is an inevitable broadening of mind.

Again, the pupil comes in contact with the universal mind of man working out its ends in human speech, the most marvelous and cunning engine that we know. "Thinkest thou there were no poets till Dan Chaucer," says Carlyle, "no heart burning with a thought that it could not hold and had no word for, and needed to shape and coin a word for. For every word we have there was a man and poet. The coldest word was once a glowing metaphor. Thy very attention, does it not mean *attentio*, 'a stretching to'? Fancy that act of mind, which all were conscious of, which none had yet named when this new poet first felt bound and driven to name it." It is this mind of humanity, these primeval poets, that the young student consorts with as he learns Latin words. It is just here that the form of the language most touches its spirit and its life, and just here, too, that the manifold service of the Latin to our English speech becomes most obvious, through our thousands of English derivatives in common use.

A few words will suffice as to the value of the thought content of preparatory Latin literature. Its value is more fully recognized than that of the linguistic form story, to which I have just been giving somewhat detailed attention. Leaving for a later page of this paper the consideration of the value of this literature as a portrayal of national life, I shall try to illustrate here its value as a portrayal of universal human sentiment and motive.

In the third book of the *Æneid*, lines 264 to 343, Virgil de-

scribes the unexpected meeting, in his wanderings, of *Æneas* with *Andromache*, his countrywoman and former wife of the Trojan hero, *Hector*. The skilful and tender poet has crowded these lines with human feeling. We find love of home and country shown in the pathetic attempt to imitate the externals of Troy. *Andromache*, in an impassioned speech, expresses her wifely devotion, her grief for her little boy killed in the sack of Troy, her womanly dignity and modesty outraged by her rude captors. She avoids wounding her guest by dwelling on the loss of his wife, and sees, with a mother's regretful longing, the image of her own lost boy in the little *Ascanius*, with whom she loads with presents as he is about to depart: "Take these, too, dear boy, to be a memorial of what my hands can do—a token for long years of the affection of *Andromache*, *Hector's* wife. Yes, take the last presents your kin can bestow; O, sole surviving image of my own *Astyanax*! Those eyes are his eyes, those hands are his hands, that face his face, and he would now be growing to manhood by your side, in bloom like yours."

Cicero, in the *Archias*, thus presents literature as a source of moral strength. "If I had not persuaded myself from my youth, by wide reading, and by the teachings of many, that nothing in life is earnestly to be striven for, except good repute and honor, I never should have thought all tortures of the body of little account, nor should I, for your safety, have exposed myself to the daily assaults of desperate men. But all the books, the sayings of wise men and antiquity are full of noble examples. I, setting these before me always in the management of the state, continually was molding my feelings and my purposes by the mere thought of noble men."

These passages represent a large body of uplifting sentiment in the preparatory Latin course.

There are several advantages which Latin in our academies and high schools enjoys in a peculiar degree:

(1) The full four-years' course permits a gradualness of development and a rational correlation, possible in a few departments and fortunate alike to the thoughtful teacher and the struggling student. The interest of the at first indifferent student has time to grow.

(2) The authors of the preparatory course are of the very first rank. Cicero is the greatest Roman prose writer—full of vivacity and variety, morally stimulating, and dealing with interesting historical material. Virgil, most popular of poets and most human—the first attraction for the Roman school boy, the saint and wizard of the Middle Ages is still drawing to him the praises of the best.

(3) Latin, in its subject-matter, has great traditional strength, not using that word "traditional" as the opposite of progressive, but in its broader and closer sense of that which is handed down from the past. The Romans were a mighty nation. Beginning as a frontier community of daring, vigorous men, they swept within the ever-widening circles of their power *Latium*, Italy, Carthage, Greece, and, indeed, the world at last. To genius for war, they added genius for government and law, and long after the Roman eagles had been swept down before the barbarians, the Roman ideals of government and law enthralled the imagination and shaped the statecraft of those same barbarians. "While stands the Coliseum, Rome shall stand," the gigantic embodiment of action and power, qualities dear to strenuous youth everywhere. Well will it be if young America, captivated by these qualities, shall imbibe something, too, of the Roman ideals of law and order.

(4) Not only has Latin great strength from the tradition of its subject-matter, but also from its tradition as a subject of study. It is no small thing that Latin has been studied by all civilized nations for centuries, and that some of the best minds of Christendom have been enlisted in solving the problems of Latin scholarship, or of the methods of Latin teaching. Granting that these methods have been backward, and sometimes reactionary, it yet remains true that there has been about the study a priceless tradition of thoroughness, if not in accomplishment, at least in purpose. It is no small thing that many a boy begins his Latin conscious that he is beginning at just the point where his father and his grandfather began thirty or sixty years before, to prepare for a career of useful-

ness, perhaps encouraged, too, by the words of his father or grandfather.

It was once thought, by many, that the study of Latin was kept in the schools only by being a college requirement, and, indeed, a pre-requisite to college. In other words, that it was sustained only by an enormous subsidy. But Latin is no longer a pre-requisite for college. Some colleges require none, some require only two years, or even less, of Latin. What is the effect of this permission to abandon the study of Latin? Everywhere to strengthen the interest in Latin. From four-fifths to nine-tenths of our Morgan park graduates take it for four years; some who have abandoned it for a time have returned to it at personal sacrifice, and the senior Latin has for three years been the largest senior class in school. The principal of one of the largest high schools in Chicago very lately told me that 75 per cent. of his graduates took Latin for four years, with little reference to whether they were going to college or not. All over the Northwest the interest in Latin is growing in strength. As for myself, I am increasingly thankful that I am teaching a dead language which shows so much life.

Manners of College Girls.

Every now and then one hears the remark, that college girls do not have good manners, writes Mary G. Bush, in "The Outlook." The charge is so sweeping, and, if based on fact, so deplorable, that it merits careful examination. It is pertinent to ask what homes furnish the bulk of students to colleges for women.

The best element in these institutions is contributed by homes dedicated to religion, learning, art, and the spiritual side of life as contrasted with the merely material. The daughters of preachers, teachers, doctors, lawyers, authors—in fine, of men in whose lives the intellectual predominates—constitute this desirable element. Fine of fiber, and not lacking in vigor, these girls are almost invariably leaders by virtue of a superior degree of civilization. They may not, on all occasions, display the *savoir faire* of the fashionable girl, but in all essentials of conduct their traditions are excellent.

Many homes to which a sudden prosperity has come are also represented in the woman's college. Fathers and mothers, feeling their own limitations, desire to give a better chance to their children than has been possible for themselves, and turn to schools and colleges with a truly American faith in the refining potency of education. In consequence, we find many students in whom force is more conspicuous than finish, strenuousness than suavity, an aggressive ambition than the calm of unquestioned attainment.

The social habit of nearly a score of formative years is not greatly altered by a relatively short residence in academic precincts; especially when vacations are generally spent under familiar home influence. Nevertheless, novel conditions may produce odd results. Human nature is never at a standstill, and some degree of modification may be looked for as a result of college environment.

Captious critics seldom take into consideration the fact, that in college a girl is taken out of natural relations with the world at large and becomes a member of an artificial community. Her sense of individual responsibility is sometimes weakened from living in a crowd, and there is a resultant loss, for the time being, of that delicate consideration for the rights and feelings of others that is the basis of good manners. In particular instances, there may also be a feeling of escape from leading-strings, under the impulse of which the girl takes a naughty pleasure in doing what she has never been allowed to do. Her peccadilloes, however, are offenses against taste, not against morality. Furthermore, being thrown so much upon her own resources, she may be guilty of self-will and conceit—faults, by the way, not unknown among young people outside of college precincts.

These tendencies do not add to the attractiveness of the individual, and often provoke indiscriminate criticism of the whole student body. Nevertheless, we are glad to believe the phase to be merely a passing one. As soon as normal relations with the outside world are resumed, the girl perceives

that courtesy is essential to social success, and also comes to a salutary realization of her own relative insignificance in the great plan of creation.

Drawing from Life.

Everyone is familiar, more or less, with what can be done with skeleton figures drawn in single lines. It is excellent practice to have pupils sketch on the board the one line that will tell the most about the pose.

Have the pupils practice skeleton figures, expressing all sorts of actions, running, jumping, fighting, etc. Life cannot be expressed until a general idea of the action of the skeleton is understood. The hinge joints of the elbows and knees swing only one way. Children seem to forget this sometimes in their drawings.

The word, "action," as used in connection with drawing, does not mean violent movement. Every figure has "action" in the artist's sense of the word. Action refers to the long lines that express the pose.

Children like to draw a figure in parts, and hair, coat, sleeves, trousers, boots, seem to impress them more than anything else. Discourage this.

Work with the brush, either in bold outline or with shadows broadly expressed (if they are evident), or possibly a spot or two of color-value added to an outline, as in the child sketches, will lead to simple work.

Folds within the contours should be subordinated. The most important lines should be made strongest, whether they appear so or not; and the most important lines are those that express the figure itself.

—"Art Education" for March.

Japanese Painting.

Most of our artists hold from two to three brushes at once in water-color painting. For instance, one with India ink, another blue, and a third plain water, and use them alternately in painting clouds, leaves of plants, and, wherever it is necessary, to have fine effects in shading. But this must be done quickly and with precision, for the surface of silk or paper will soon become rough, and the paint become unmanageable.

To use India ink skilfully is considered one of the highest accomplishments of artists in Japan. Surely those works left by Soami, Sesshu, Tanyu, and others are glorious. Sometimes the ground wash of thin ink is worked into such perfect uniformity that one can hardly believe that the white in the painting is not paint, but the original color of the material.

Another feature in Japanese painting is the blending of two colors in one stroke. For example in painting autumn leaves: The brush is first put into yellow paint, and then touched with red at the tip, the two colors are thus blended in a stroke producing an effect peculiarly true to nature.

Another use of the brush practiced by Japanese master artists is made in this way: The brush with color is passed over a piece of paper with a heavy stroke which spreads the bristles of the brush, at the same time bending them at the tip. The brush is then turned so that the bristles curve toward the artist, and a light stroke will produce hairlike lines. This is one of the ways of painting the hair or fur of animals.

I have observed in some American public schools where brushwork is taught that the pupils hold the brush in the same manner as they hold the pencil. It gives more freedom and power to the work if the brush is held perpendicular to the paper. This naturally keeps the arm from resting on the paper, and gives greater freedom of motion. This practice will, in time, prove to be very beneficial. In Japan, the teacher insists upon this being done, and this is the secret of the freedom of motion portrayed in every stroke.

They are particular also that there is not too much ink on the brush, for excessive use of ink produces untidy work. It takes time and practice to know just how much ink to use, but it is better to start with too little than too much, and the results are far more pleasing.

The skill in handling the brush is due, in a great measure, to the universal use of chop-sticks from childhood, the manner of holding either being much the same.

It may be interesting to know that all Japanese artists sit on the floor, the canvas of silk or paper being placed flat on the floor before them.

—Bunkio Matsuri, in "Art Education."

Letters.

Prof. Norton's Work at Harvard.

The resignation has been announced of Charles Eliot Norton, who, for upward of twenty-five years, has held the chair of the fine arts at Harvard. It is reported that he intends to devote the remainder of his life to study and travel. So great has been his influence upon the university that a brief account of his work as teacher may not be uninteresting.

Harvard will feel his loss severely, for he has filled a unique place in the college life. Under the elective system, young men, as a rule, select their courses for the sake of the subject-matter; the electives in the history of art they choose for the sake of Norton. The courses designated in the Harvard catalogue as fine arts 3 and 4 have long been the most popular in college. Every year the stampede to them is such as to leave standing room only. They occupy much the same position at Harvard that the senior philosophy with the president holds in the smaller colleges. Personal acquaintance between teacher and pupil is in the nature of things impossible, but there is a very telling general influence. The worst Philistines take away something of culture. To a few advanced students—the number has always been limited to ten—the course in Dante has given opportunity for the inspiration of personal relationship.

The substance of Prof. Norton's teaching is not unfamiliar. He belongs with Carlyle and Ruskin, his personal friends. He finds modern art out of right relation to life, exhibiting no triumphs but those of technical skill. His students are advised not to try to become great artists, but to labor to prepare the material conditions for a great art. Culture is the beginning of the aesthetic re-organization of society; culture, the duty of every citizen.

This doctrine underlies a whole year of lectures, and dull is the man who has not, in that time, made it part of himself. The lecturer's very phrases and quotations have the quality of striking in the memory, and many a youth goes out from the fine arts room, resolved rather "to die for beauty than to live for bread." Norton's favorite quotation from Goethe seems to have impressed itself, for one hears it often from his old pupils: "The beautiful is better than the good, for it includes and transcends the good."

It will, perhaps, in this article be allowed to turn aside a little from the philosophical aspect of Prof. Norton's teaching, and to retail a little gossip about the man and his courses. In so doing, a side light may be shed upon the workings of the elective system of studies.

By the enemies of that system, the attractiveness of fine arts 3 and 4 has long been made a subject of reproach to Harvard. They are notoriously soft courses. Though, as are few and far between, it is a poor man who cannot, without much work, attain the gentlemanly and inconspicuous C; and, indeed, it is firmly believed, in certain undergraduate circles, that only "drool" is necessary to pass a fine arts course. There are memories of a final examination paper, back in the eighties, in which appeared but one question: "What is beauty?" The only A was made by Sloyd McKim Garrison, of honorable name, who "drooled" two blue books, full of persuasive eloquence; but no man fell below C.

It may be doubted, however, if "drool" is really more potent in fine arts 3 and 4 than in many other courses in which general intelligence and susceptibility to ideas are a requisite. They undoubtedly deserve somewhat of their reputation as soft courses, but in that very softness lies much of their usefulness. They are the natural selection of the wealthier class of young men, most of whom will become men of affairs, controlling large interests. Upon the interest and patronage of such, art must, in the existing state of society, continue to hang; and it has been the especial mission of Prof. Norton to awaken in these young barbarians of our plutocracy an appreciation of the world beautiful.

For such a work he is eminently fitted. A gentleman by ancestry and training, a type of the finest culture and scholarship, he is more than a mere literary man. His likes and dislikes are those of the aristocrat. He clings to the traditions

of gentlemanly learning, of *mens sana in corpore sano*. With the fiercely acquisitive scholarship of the university, he has little sympathy, and he is said to have remarked in class: "I hate the dig—the dirty dig!"

A serious obstacle to Prof. Norton's influence is his intensity of conviction. Like many of the Harvard men, he sees very clearly, feels very keenly, and expresses himself very dogmatically. His lectures embrace a great many of the political questions of the day, and always reflect the opinions of the Massachusetts mugwump.

Hard feeling is often the result of these political utterances. In a lecture, a few years ago, Prof. Norton spoke of the "pity on it" that our government is at the mercy of such things and thieves as Quay and Clarkson. Harold Clarkson, who was in the class, naturally resented the reference to his father, and demanded a retraction of the language used—a retraction which came in the form of a statement that Mr. Clarkson, previously mentioned, was said to be a very estimable man in his private life, but was, nevertheless, a corrupting force in our national life.

An almost idolatrous admiration of the Greeks is esteemed by many to be a foible of Prof. Norton's. Few of the classical department can keep pace with him. I remember hearing one of the younger instructors say, at the Classical Club: "Prof. Norton seems to think the Greeks were perfect. Bah! they wouldn't have been interesting if they had been as his fancy pictures!"

I remember walking across the yard with a friend whose maturity of judgment was rather remarkable for a student. As we passed a fine old man, slightly bowed, his face severe, yet hopeful, we turned to follow him with our eyes. Finally my friend asked:

"Which would you rather be, Norton or Bismarck?"

It was the day Bismarck's resignation was announced, and all our talk was of him. Anxious to hold the proper view, and not to seem to be misled by mere earthly grandeur, I replied:

"Norton, of course!"

"Then you are foolish," said my friend. "Bismarck is everything that Norton is, culture and all; and he has done a thousand times more."

I have since felt the judgment to have been correct but not on that account is Prof. Norton's work to be held in light esteem. To thousands of Harvard men the memory of his courses is a constant inspiration toward the realization of that *Veritas* that was "in the dim, unventured wood," inscribed upon the college seal. Above any other man of our country he has stood for the sweet reasonableness of culture.

Frederick William Colwin.

Important Educational Meetings.

March 30-31.—Central Nebraska Teachers Association at Kearney.

March 31, April 1.—Classical Conference, under the auspices of the Committee of Twelve of the American Philological Association, at Ann Arbor, Mich. For information, address Prof. Thos. D. Seymour, chairman Committees of Twelve, Yale University, or Prof. Francis W. Kelsey, chairman of the local committee, Ann Arbor.

March 31, April 1, 2.—Southern California Teachers' Association, at Los Angeles.

March 31, April 2.—Northern Indiana Teachers' Association, at Kokomo, W. R. J. Stratford, Peru, president; Miss Eva Lewis, Huntington, Secretary.

March 31, April 3.—Southeastern Iowa Teachers' Association, at Fort Madison.

April 1-2.—North Central Association of Colleges and Secondary Schools, at Auditorium hotel, Chicago, Ill. Frederick L. Bliss, secretary, Detroit, Mich.

March 31, April 1-2.—Michigan Schoolmasters' Club at Ann Arbor, Mich. E. C. Goddard, Pres't. Ann Arbor; W. N. Sherzer, acting secretary, Ypsilanti.

April 1, 2.—Southern Wisconsin Teachers' Association at Watertown. Supt. M. H. Jackson, Columbus, president.

April 4-8.—Nevada State Teachers' Association, at Winnemucca.

April 12-14.—Ontario Educational Association, at Toronto, Canada. Robert Doan, Toronto, secretary.

April 13-15.—Alabama Educational Association, at Montgomery.

April 15-16.—Central Texas Colored Teachers' Association, at Martin.

April 22-23.—Northwestern Iowa Teachers' Association, at Sioux City. Supt. H. E. Kratz, Sioux City, president.

April 22-23.—Second District Educational Association, at Hopkinsville, Ky., Livingstone McCartney, superintendent.

Trans-Mississippi Educational Convention at Omaha, Neb., in June.

June 29-July 1.—Ohio State Teachers' Association, at Put-in-Bay.

July 5-8.—American Institute of Instruction at North Conway, N. H. George E. Church, Providence, R. I.; president.

July 7-12, 1898. Meeting of the National Educational Association, at Washington, D. C., Supt. James Greenwood, Kansas City, Mo., President; Irwin Shepard; Winona, Minn., secretary.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING MARCH 26, 1898.

The "Digest Number" of *The School Journal* is not yet what the editors would like to make it, though its pages are filled with helpful and interesting material, much of which is of permanent value. However, as the plans are being perfected this number will grow in completeness and attractiveness with every month. The aim is to have it reflect as comprehensively as possible all that is of interest and importance to educators in the current literature of pedagogy, psychology, sociology, and related fields so that the reader who takes up the "Digest Number" is sure to get the cream of every important educational contribution published during the month. Particular attention is called to the list of educational articles on this page. Editors of educational, scientific, religious, and literary periodicals are requested to aid *The School Journal* in its efforts to make this list the most complete possible.

In its accounts of the meeting of the county superintendents at Jacksonville, the "Times Union Citizen" makes reference to the addresses made by Mr. Amos M. Kellogg, the editor, who is making his annual visit to Florida. On several occasions he was called upon by the presiding officer, State Supt. W. N. Sheats, to throw light on problems that are experimental there, but have been solved here, especially those of school supervision and examinations. The plan urged for years in *The Journal*—that of curtailing the term of the certificate when it was one of low grade—has been adopted there with the happiest results. When the hour had arrived for adjournment Mr. Kellogg was called on to say the parting words. The old attachments of a decade of years were so strong that the scene was a deeply affecting one, for the members had come to feel that Mr. Kellogg was one with them in the effort for higher and better things for the children. An account of this meeting is given elsewhere.

The portrait of Master Dan Wallingford on page 370, is here reproduced by courtesy of "Truth" and is copyrighted by the Truth Company. By an oversight the copyright notice was omitted under the cut.

Train the Parents.

For many reasons the schools have improved in child training and parents retrograded; there has been a reaction against the hard discipline that once prevailed in families, and now it is almost go-as-you-please. Against this the teachers must unite and give time to showing the immense loss and injury that accrues to the child from not being properly restrained and directed. Attention has been directed to this from reading Kipling's account of the training of Mowgli in the jungle. The Philadelphia "Ledger" says that discipline for child and man alike is the secret of happiness.

"None can doubt that the well-bred, properly disciplined child is happier than the rough little boor, the embodiment of selfishness and rudeness. The boy need not be a prig, nor the girl an automatic doll; let them be as natural as possible, but let the naturalness be that of the little lady and gentleman, and not of a being with the instincts of a savage.

"An American lady writing from Brussels says that though 'hotel children' have long been a terror to her, she has been quite captivated by the conduct of the English children in her Brussels hotel. Her windows open on a gallery in which a number of children belonging to English families play daily. What especially charms her is that the children carry their good breeding

into their play, and, though they shout and romp, they do not raise their voices to the screeching point, nor do they stop before her windows. They have been properly taught, by precept and example, to be considerate of the rights of others, and, being properly taught, obedience follows as a matter of course."

This is a subject to be brought up in the school-room. In a school in Cleveland the teacher remarked: "I see you feel sorry to hear that James is quite sick. I wonder why you are so interested. Is it not because he made so many happy here? James was a very obedient boy. Some think they are happiest when they do just as they like. I think James was possibly the happiest boy in the school. It is a mistake to think that the rude and lawless are happy."

Educational Articles in March Magazines.

- American College for Girls at Constantinople, The, by Emma Paddock Tilford. (N. Eng. M.)
- American Graduate Schools, by Hjalmer Edgren. (Ed. Rev.)
- Are Teachers Underpaid? by Henry G. Williams. (O. Ed. M.)
- Corporal Punishment as a Means of Social Control, by Prof. Earl Barnes. (Ed.)
- Daily Program in the Schools, The, by Prof. Seeley. Ch. St. M.
- Deaf-mutes and Their Instruction, by Prof. A. Morton. (Ed.)
- Drawing from Life, by James Hall. (Art Ed.)
- Education of the Unconscious, The, (Point of View). Scrib. Mag.
- Education of a Moor, by Budgett Meakin. (Ed. Rev. Lon.)
- Feeling as a Factor in Education, by Prof. B. A. Hinsdale. (O. Ed. M.)
- Glance at the Other Side, A, by W. A. Willis. (Inl. Ed.)
- Grading and Promouon of Pupils, by John T. Prince. (Ed. Rev.)
- Logic of Mathematics in Its Relation to Education, The, by Charles S. Pierce. (Ed. Rev.)
- On Relating Work, by Elmer B. Bryan. (Inl. Ed.)
- Our National Seminary of Learning, by W. J. McGee. (H. M.)
- Paidology, the Science of the Child, by Oscar Chrisman. (Ed. Rev.)
- Personal Morals and College Government, by Pres. Charles F. Thwing. (N. Am. Rev.)
- Physical Training in the Colleges, by Prof. Fred E. Leonard. (P. Sc. M.)
- Place of Science in the Preparatory Schools, The, by C. C. Wilson. (Sch. Rev.)
- Problem of Occupation for College Women, The, by Kate H. Claghorn. (Ed. Rev.)
- Ratio Fad, The, by M. A. Bailey. (Inl. Ed.)
- Reading Aloud in the Public Schools, by S. H. Clark. (Ed. Rev.)
- Recitation, The, McHenry Rhoads. (Inl. Ed.)
- Revelations of the Kindergarten, by James L. Hughes. (Kind. Rev.)
- School Buildings of New York, The, by John Beverly Robinson. (Arch. Rec.)
- School Fatigue Question in Germany, by Herman T. Lukens. (Ed. Rev.)
- School-room Experiences, by Bertha Knowlton Brown. (Inl. Ed.)
- Spirit in Freehand Drawing. (Article II.) By Bunkio Matsuki. (Art. Ed.)
- Some Social Aspects of School Teaching, by Prof. M. V. O'Shea. (N. Am. Rev.)
- Teaching of Science in Schools, The, by Edith Aitken. (Ed. Rev. Lon.)
- Teaching the Language-Arts, by B. A. Hinsdale. (Inl. Ed.)
- Uncertainty of the Teacher's Position, II., by Supt. E. L. Cowdrick. (Ed.)
- What is the Present Consensus of Opinion as to the Most Important Problems in Preparatory and Collegiate Education? by Isaac Sharpless and Julius Sachs.

LIST OF ABBREVIATIONS.

- H. M., Harper Magazine.
- N. Am. Rev., North American Review.
- P. Sc. M., Popular Science Monthly.
- Ed. Rev., Educational Review.
- Ed. Rev. (Lon.), London Educational Review.
- Ed., Education.
- Scrib. Mag., Scribner's Magazine.
- Arch. Rec., The Architectural Record.
- Sch. Rev., The School Review.
- Art. Ed., Art Education.
- N. Eng. M., New England Magazine.
- Kind. Rev., Kindergarten Review.
- O. Ed. M., Ohio Educational Monthly.
- Ch. St. M., Child Study Monthly.
- Inl. Ed., Inland Educator.

N. E. A. Notes.

The Washington committee having in charge the securing of meeting places for the N. E. A. convention in July have determined that Convention hall, with a seating capacity of 5,000, shall be used for the opening and closing meetings on the evenings of July 7 and 12, and that the other general sessions shall be held in the Grand opera-house and the National theater. As double programs will be arranged, both of these buildings, centrally located, near each other, and capable of seating large audiences, will be opened for all sessions, except the first and last.

The National Council will meet July 5 to 7, previous to the meetings of the association. The sessions of the remaining departments will occur on Friday, Monday, and Tuesday afternoons, ten meetings to be held each afternoon. The following are the local chairmen in charge of the seventeen sections into which the convention will be divided: National council, C. S. Clark; kindergarten, B. Pickman Mann; elementary, Miss E. A. Denny; secondary, F. R. Lane; higher, Rev. B. L. Whitman; normal, Mrs. Ida G. Myers; superintendence, N. P. Gage; manual and industrial, John Chamberlain; art, Mrs. S. E. W. Fuller; music, Miss A. E. Scammell; business, Mrs. Sara A. Spencer; child study, Miss Edith Westcott; physical training, Miss Rebecca Stonerod; science, Marcus Baker; school administration, Jesse H. Wilson; library, W. B. Patterson; deaf, blind, and feeble-minded, Alexander Graham Bell.

The sub-committee on higher education, consisting of the heads of higher educational institutions in the city, is noteworthy. As has been stated, Pres. B. L. Whitman, D.D., of Columbia university, is chairman, and the members are as follows: Pres. J. Havens Richards, S. J., of Georgetown university; Rector Thomas J. Conaty, D.D., the Catholic university; Chancellor John F. Hurst, LL.D., American university; Pres. J. E. Rankin, D.D., Howard university; Pres. Cornelius Gillespie, S.J., Gonzaga college; Pres. E. M. Gallaudet, LL.D., Columbia Institution for Deaf and Dumb; Mrs. Elizabeth Somers, Mt. Vernon seminary; Dr. Cleveland Abbe, weather bureau; and Dr. O. T. Mason, of the Smithsonian institution.

Members of the association will be received by the local committee upon their arrival, and every possible arrangement will be made to insure their comfort and pleasure during their stay. Saturday afternoon and evening will be left for social recreation and sight-seeing. On Sunday, educational themes will be discussed, in the pulpits of the various churches, by visiting members of the association.

The committee on hotels and public comfort (Raymond A. Pearson, chairman) is making arrangements as rapidly as possible to locate the various state headquarters as near as possible to the Arlington hotel, where will be the general headquarters.

There will be an efficient reception committee constantly on duty at the railway stations—the members of which may be known by their badges—and a corps of guides will be maintained for the benefit of visitors.

Jennie S. Campbell.

Catholics Object.

Hoboken, N. J.—The pupils of the training school of this city have been studying a text-book known as the "History of Education." The book is used throughout the state, and in several other states. But half the students in the school, who are Catholics, have protested to Supt. Andrew J. Demarest against the use of the book, on the ground that it attacks the Catholic religion. It is said that the book quotes the Shorter Catechism directed against the Catholic church, under the head of "Luther and the Reformation," and also that the section devoted to the Jesuits is plainly prejudiced. The matter has not yet been settled.

\$50,000 Suit Against Supt. Greenwood.

Sensational charges in Kansas City, Mo., have culminated in a suit for \$50,000 against Supt. Greenwood, president of the National Educational Association. The suit is brought, says the St. Louis "Globe-Democrat," by Prin. G. L. Harvey, of the Switzer school. Prin. F. D. Thorp, of the Lathrop school, and J. H. Brady,

chief engineer of the board of education, are also charged with complicity. Prin. Harvey claims that his character has been defamed by the defendants, by charges that he has opened letters not addressed to himself. The beginning of the trouble dates back some little time. Last fall, Supt. Greenwood, ordered each of the ward principals to secure the names and addresses of all school children afflicted with mental or physical ailments. These names were supposed to go to Prof. Krohn, a specialist on insanity. It is alleged, however, that Supt. Greenwood sent the lists to Z. R. Ashbaugh, the agent of a patent medicine company, which at once flooded the parents with advertising circulars. An investigation resulted, and Supt. Greenwood produced a letter from Dr. Krohn, vindicating himself.

Prof. Harvey now claims that this letter was written after the affair, simply to get Supt. Greenwood out of trouble. However, he was sharply rebuked by the board of education. Prof. Harvey was believed to have aided the attack against Supt. Greenwood, and thus incurred his displeasure, which was the source of the charges against Prof. Harvey. It is probable that more serious charges will develop at the trial. Regarding the whole affair, Prin. John S. Collin of St. Louis school system, writes:

"No one who knows Mr. Greenwood as we know him in Missouri will believe for an instant that he has ever knowingly lent himself to any scheme or plan, save such as he believed would inure to the benefit of the schools entrusted to him."

School Fund for a New Battleship.

Newark, N. J.—As the result of a suggestion made by Vice-Prin. Emily A. Kempf, in an address on "The Destruction of the Maine," two Newark boys have started a school fund for a new battleship. The boys are Charles H. Brown, fourteen years old, and Jerome D. Kern, aged thirteen. Their scheme is to organize the public school children of the whole country, each one to contribute to the fund. It is estimated there are over ten million school children in the United States, and if each one contributed one cent a week, the money would be raised within a year.

The battleship Maine cost \$5,000,000, and it is proposed that it be exactly reproduced.

School Accommodation Bill Unnecessary.

Trenton, N. J.—A bill has passed the house making it compulsory for the cities to provide, within one year, school accommodations for three-fourths of the children of school age left after deducting those attending private or parochial schools. The bill is evidently based on the last school census, which shows that there are 89,201 children, between the ages of five and eighteen years, not attending school. Mr. Benny, the author of the bill, concludes from this that these children are denied admittance. But the report of the state board of education shows that only 18,878 between the ages of seven and fifteen years do not attend school. Those between seven and twelve number only 9,103. Taking out those of school age who have not yet begun to attend, and those who have left and gone to work, the number not in attendance is comparatively small. How many are denied admittance for lack of accommodations it is impossible to say; but these facts prove that, to compel the cities to increase their school facilities, in some cases 100 per cent., is at present unnecessary.

New School Bill for Delaware.

Dover, Del.—A new school bill has been introduced in the house by Representative L. S. Hopkins, of Kent county, entirely remodeling the school system of the state.

The bill provides for a state board of education, to consist of the governor, chancellor, president of Delaware college, state auditor, and the senior member of each county school commission created by the act. This board is to have charge of the entire public school system of the state. It shall elect a superintendent of schools for each county, at a salary of \$1,000 a year. It shall also prepare the necessary lists of examination papers for the teachers, on prescribed subjects. The members of the board are to receive no salary, but each, exclusive of the governor and auditor, is to receive \$5 for each day actually spent in attending the meetings of the board, provided that the sum shall not amount to more than \$30 a year.

Each county is to have a school commission of three appointed by the governor, to hold office for two years. This commission shall have charge of the county system, visit the schools, decide on their sanitary conditions, transfer farms and residences from one district to another, when necessary, and the like. Their remuneration shall be the same as that of the state board. The school districts are to become identical with the representative districts, while former districts are to become sub-districts. There shall be a district school commission of three, elected by the people, to prepare estimates and collect taxes.

The school fund shall be composed of the money annually appropriated by the legislature, and the income of the investments of the school fund. The state treasurer is to be trustee of this fund, and to apportion it as follows: Twenty-three parts to New Castle county, thirteen parts to Kent county, and eighteen parts to Sussex county. Besides this, various amounts are to be apportioned among the districts.

New York City.

Central Board of Education.

The board of education formally fixed Supt. Maxwell's term of office at six years at its meeting Wednesday afternoon. The board also fixed the salary of examiners at \$4,000 annually. There will be four examiners, besides the city superintendent. They will be appointed by the board of education on the nomination of the superintendent, and their duties will be to examine teachers and principals for the various eligible lists, and for promotions upon questions prepared by the several borough boards of superintendents.

The examiners will be selected on the basis of general ability and fairness, and must be either college graduates with five years' successful experience in teaching, or possess a state certificate, granted since 1875, with ten years' successful experience in teaching, or hold the highest certificate for a principal or superintendent in the city of New York, with ten years' successful experience in teaching. The charter provides that no borough superintendent, assistant superintendent, principal, or teacher in New York city may serve as an examiner. If such be appointed, they must resign their former positions before accepting positions as examiners.

The board voted to allow the appointment of a secretary to the city superintendent of schools, and such other clerks, stenographers, and typewriters as may be necessary, not to exceed an annual expense of \$7,300.

It was also voted to allow the city superintendent of school supplies to appoint a deputy superintendent, at an annual salary of \$3,000, and to establish two depositories for supplies—a main depository in the borough of Manhattan, which shall supply Manhattan, Bronx, and Richmond, and a branch depository in Brooklyn, which shall supply Brooklyn and Queens.

Commissioner Maxwell, of Brooklyn, moved that a special deputy superintendent of supplies be appointed for Brooklyn. This was opposed by Commissioner Rogers, on the ground that it has not been shown that such an officer is necessary. The matter was referred to the committee on supplies, to report at the next meeting of the board.

The bill introduced at Albany by Senator Guy, giving the board of education power to open the roof playgrounds of school-houses to the public when not needed by the pupils, and further power over school property, to use it for purposes not technically educational, was formally endorsed by the board.

A letter from J. Augustus Johnson, president of Good Government Club E, was read, reciting a resolution of that club that it is the desire of the club that every proper effort be made by the city officials to extend the present school and small park accommodations at the earliest practicable moment, and that all available school buildings be thrown open for the use of children during the summer months.

A request from the manager of the Maine monument fund, that the board of education endorse a proposed May-day carnival of school children, was not compiled with, the board declaring that it had no jurisdiction over the children after school hours, and that, in its opinion, it is not wise, at this time, to have the children's attention occupied with a subject that is likely to interfere with their regular school duties.

Absences of teachers during 1896, 1897, and 1898, amounting to \$2,520.43, were excused by the board; and the amount of \$18,494.20 was formally appropriated for salaries and wages of teachers and employees of the board in the borough of Richmond for the month of February.

Petitions in Favor of Senator Ahern's Bill.

During the week petitions have been sent to the assemblymen at Albany from every school in New York city, urging the legislators to consider favorably the bill of Senator Ahern, fixing a minimum salary for male and female teachers after twelve years' service in the system. The petitions were prepared under direction of the New York City Teachers' Association. The Male Assistants Teachers' Association has also taken steps in aid of a speedy passage of this measure.

School Children's Eyes

Last June, President Hubbell, of the board of education, appointed a commission consisting of Dr. Charles Stedman Bull, Dr. Henry D. Noyes, and Dr. Emil Gruening, to visit the schools of the city and make recommendations to the board as to the steps necessary to be taken to properly care for the pupils' eyesight. The commission reported that blackboards should not be placed opposite the windows of the class-rooms on account of the

reflection of the light on the pupils' eyes. They objected to painting the space on the wall between the surbase and chair rail a dark maroon, because it formed too great a contrast to the side-walls. They said that the quantity of light in a room varied with the color of the walls. Much light was lost in colors near the red end of the spectrum, but light was preserved if such shades as yellow or gray were used. Light buff tints were suggested as being easy on the eyes. Light colored woods for school furniture and furnishings were also advised.

A prominent eye specialist of the city says that while much can be done by following this advice, yet the real trouble with children's eyes begins at home and should be remedied at home. Many a case of blindness is due simply to the ignorance or carelessness of parents. The frequent headaches and neuralgic pains of children are usually traceable to defective eyesight. While elongation of the eyeball, causing near-sightedness, is not usually hereditary, the tendency to it is, and close application or a slight strain is liable to develop it, if the eyes have not been properly cared for. In the case of far-sightedness, a child should be given freedom in the fields, and kept from confining work as much as possible.

Cross-eyed children can almost always be cured by glasses if taken in time. Inflammation of the eyes is not a case for the family physician. A child's eyes should be examined soon after birth by a specialist, and any tendency from the normal taken in time. Mothers should not allow growing boys or girls to read or study at night, and should train them to change the range of vision frequently. The book should be on a level with the eyes, and the child should sit erect. Outward applications are often injurious and eyestones are excellent vehicles for germs.



Wm. L. Felter, recently elected Associate Superintendent of the Schools of Brooklyn.
Courtesy of "The Brooklyn Teacher."

A Spring Vacation.

The board of education of Manhattan and the Bronx has decided, by a vote of 11 to 5, to make the week from April 3 to 9 a vacation week. This includes Good Friday, and several Jewish Passover days. It was urged that both children and teachers needed a vacation in the long term from January to July.

The Mayor's Ultimatum to the School Board.

When the board of estimate and apportionment voted \$757,634.26 for February salaries of teachers, Mayor Van Wyck took occasion to denounce the school board for not submitting the full estimate for the year 1898. It was explained by the comptroller that there had been great difficulty in obtaining estimates from outlying districts, whereupon the mayor remarked that if the members of the board would devote more than an hour now and then to their school duties, there would be no trouble. He said that he would not vote again for a portion of the budget unless the whole estimate was submitted.

Principal White's Twenty-Fifth Anniversary.

Prin. George White, of the public school No. 76, 205 East 75th street, completed, a few days since, his twenty-five years of continuous teaching. He had prepared to tell his pupils a few things about his teaching experience before the regular work of the day began; but the pupils and teachers proposed to have a share in the celebration; so upon the assembling of the pupils, the school orchestra was ready with several national airs, besides some violin solos. Then follows the presentation of a silver carving set from the teachers. When Mr. White had recovered his composure, he heartily thanked the teachers and made a short address to the pupils, who responded with three rousing cheers.

How The Co-Operation of Parents may be Secured.

The New York Suburban Educational Council discussed, Saturday, the means of securing the co-operation of parents and patrons in the work of the schools. Supt. J. Irving Gorton, of Sing Sing, spoke on the value of the local press in reporting school debates and lectures in his village. Supt. W. J. Shearer, of Elizabeth, said that a committee of the school societies reported regularly the school news of that place. Chairman D. A. Preston, of the council, emphasized the necessity of signing any communications that are sent on school matter to the local press.

Mrs. Edward Gay, of Mt. Vernon, spoke on the value of work done by committees of the Westchester Woman's Club in visiting the schools of Mt. Vernon. Such visits, she said, are most beneficial, when no unkind criticism is indulged in. Parents' meetings do their best work in keeping before school boards the work of the ideal school.

Dr. Walter B. Gunnison, principal of Erasmus high school, Brooklyn, said that no one idea needs more encouragement than regular meetings between parents and teachers. Nothing helps teachers more than to have parents come into the school and see how things are actually done—see the difficulties that are to be overcome, and the way they are met.

Supt. Charles E. Gorton said that Yonkers had had parents' meetings for years, resulting in mutual sympathy and confidence between parents and teachers, in a strengthening of the schools and a consequent increase of the powers for good working in the community. Parents can and do give many valuable hints as to what preparation the schools shall give for the life work of the children. They see, too, as the result of such meetings, that the teacher is the child's best friend. The danger from organized visits to schools is the possibility of distinctive criticism from those who know nothing about what they assume to criticize.

Chairman Preston and Prin. Barhite agreed that parents' meetings have often been found most valuable where the average intelligence of the community is lowest.

Prin. A. A. Yates thought that preliminary work among parents, in discussing the principles of education, is necessary, to get the best results from "Parents' day" in the schools.

"How shall we co-operate with parents to secure good results in the street deportment of children?" was discussed by Supt. S. R. Shear, of White Plains. He thought that late hours are responsible for much disorder in the streets, and advocated the curfew as a remedy. Street disorder can be prevented by securing the co-operation of pupils better than by clandestine meetings between teachers and parents. Where the teacher meets the parent in this matter, it should be in the presence of the pupil. Supt. Shear advocated lessons in etiquette as quite as important as lessons in geography and grammar. Above all, the teacher himself must be above reproach in matters of conduct. Right conduct can be induced, and right character developed, by the judicious use of fiction and biography.

The meeting by unanimous vote requested the publication of Supt. Shear's paper* in the local school press. A vote of thanks was also given to *The School Journal*, and its representative, for the reports of meetings of the council. About 100 superintendents, principals, and teachers were present at the meeting.

*This paper will be printed in *The School Journal*.

Meetings in Manhattan.

March 28.—Association of Female Assistants in Grammar Departments, P. S. No. 19, 225 East 27th street, 4 P. M.

March 29.—Henry G. Schneider, before the Society of Pedagogy, on "Visiting the Museum of Natural History," P. S. No. 6, 85th street and Madison avenue, 4 P. M.

March 30.—Dr. James P. Haney, on "The Artist Artisan," before the Society of Pedagogy, P. S. No. 6, 85th street and Madison avenue, 4 P. M.

Charter Day Celebration.

Elaborate preparations are being made for celebrating the anniversary of the signing of the New York city charter. The celebration is to last three days, May 3, 4, and 5, the fourth, "Charter day," having been made a legal holiday in the city of New York, for this year only.

Tuesday night, May 3, will be devoted to meetings at the Metropolitan Opera-house, Manhattan, and the Academy of Music, Brooklyn. Many distinguished men from both continents, including President McKinley and Ex-Presidents Harrison and Cleveland, are expected to be present. Elaborate pyrotechnic displays will occur in all the boroughs. Wednesday, the military parade, composed of thirty thousand men, will march up Broadway from the Battery to Central park. In the evening more than seven thousand persons, including about two hundred and fifty distinguished guests, will banquet at the Waldorf-Astoria. Thursday, there will be a grand civic and industrial parade, representing the genius and spirit of the city of New York.

The Delay on the School Buildings.

Commissioner Mack spoke in no uncertain terms when he scored the board of estimate and apportionment for delaying work on the new school-houses by keeping back the necessary funds. Speaking before the board of education of Manhattan and the Bronx, he declared that such delay was nothing short of criminal. The state had appropriated the money, and the board had decided how to spend it—all that was left for the board of estimate was the nominal duty of approving the contracts.

The present board of education had found 50,000 children without school accommodations when it took office, and had at once gone to work to remedy the condition. In this respect, it had made a better record than any board for ten years until its money was held up. The contractors had deposited cash forfeits, in some cases as high as \$9,000, and as the work had stopped, they wanted the contracts quashed and their money returned. Contracts representing over \$925,000 are thus held up by the board of estimate, involving hardship to the contractors, and still greater hardship to the school children.

To Pres. Hubbell's request for an explanation of the reason for delay, Comptroller Coler has replied. He says that he doubts if the city has any right to incur any further indebtedness, except by the issue of water bonds, owing to the city's proximity to its legal limit of indebtedness. He fears that "for many years to come the greatest difficulty will be experienced in providing for even the most necessary public improvements, the cost of which has heretofore been defrayed by the issue of bonds." The question whether the contract indebtedness of the city is to be included with its bond issues in ascertaining the city's constitutional debt limit, has been submitted to the corporation counsel. As the question is of the utmost importance, the decision will not be given for some time. The situation is certainly a serious one, but there appears to be no way out of it at present.

Queens Borough News.

The borough board of Queens has been informed that the teachers' pay-rolls have been prepared, and as soon as the data of teachers' absences for February can be compiled, the teachers will be paid. This will probably be in a few days.

The cases of Supt. Demarest, of Long Island City, and the superintendents of four villages in the borough, whose terms do not expire for a year or more, was settled by making these superintendents supervising principals.

Resolutions have been passed by the board recommending the construction of new schools at Whitestone and Jamaica.

The terms of the superintendent and his two associates have been fixed at six years.

The total budget for teachers' salaries for the year is \$400,871.65.

Summer Courses in New York City.

New York university announces the program of its fourth summer session. As in former years, the work is arranged with special reference to the needs of teachers and college graduates. Eight groups of courses are offered; viz., mathematics, physics, chemistry, biology, Germanic languages, Latin, Greek, and pedagogy. The courses are announced to run from July 5 to August 12, except the pedagogy course, which will begin a week later—July 11, and continue to August 19. However, arrangements have been made by which those who attend the N. E. A. meeting may also begin work in other courses a week later.

The fact that the railroads have granted exceptionally low rates to the N. E. A., and the extension of those tickets through August, give teachers from the West and the South the unusual opportunity of attending the National Educational meeting, spending a week in Washington, and studying five or six weeks in New York city, all at a minimum expense. University Heights, where the course will be given, is a most beautiful and delightful suburban spot in the northern part of the city. Saturday excursions afford a pleasant opportunity for those who come from a distance to become familiar with many points of historical and educational interest.

The Teachers' Mutual Benefit Association, of Manhattan-Bronx, is preparing for its annual excursion some time in May or June. Joseph H. Wade is chairman of the committee of arrangements.

It seems probable that Asst. Supt. Ward will succeed Dr. Maxwell as superintendent in the borough of Brooklyn. The election will be held on the first Tuesday in April.

Public school No. 9, Sterling place and Vanderbilt avenue, Brooklyn, has twelve cases of diphtheria among its pupils. Three of the children have died, but no more deaths are expected. It is not thought necessary to close any of the departments of the school.

Chicago Notes.

"Play" Discussed by Chicago Principals.

Two papers were read before the Chicago Principals' Association on "The Relation of Sense Training to Play." The essence of both papers seemed to be that the power of observation could be trained in no other way than through play. The speakers took pride in the fact that Chicago had been the first city to introduce into the graded course "sense training." But looking at the question from the standpoint of the teachers in the upper grades, it bears a different aspect. These teachers are responsible for the work prescribed. Sense training takes time from other work, and when the children get into the other grades, they are not well enough grounded to do justice to their new studies. Thus the responsibility thrown on the upper teachers is an unjust one. So long as sense training is required, and the inexperienced teachers placed in the lower grades, this condition will continue. The most experienced, cultured, thoughtful, teachers are the only ones competent to do this work efficiently, and yet, when a teacher arrives at a point where she is competent, she is likely to be too old to have much sympathy with very small children. It is like the character of Juliet—when an actress is young enough to look the part, she cannot act it; when old enough to act it, she does not look it. Some years ago, I heard such glowing accounts of kindergarten work that I went to visit a noted one. There was a woman in charge who, I should judge, was over thirty-five years of age. Many of the children were interested, many not, and the proportion of those interested was larger than I ever saw in a regular school-room. The teacher had a mechanical smile, and I felt ashamed to see a grown woman pretending to be vivacious, getting down on the floor, flopping her arms, and going through all the motions. I felt tired watching her, and I certainly did not see where the educational value came in. The interested ones were working, not playing. Work is anything one is obliged to do, no matter how much pleasure there is in the doing of it. When I gave my account of the visit, I was told I had seen a very poor school. I tried again. This time I watched a young girl, who had all the devices at her fingers' ends. She whispered in the children's ears; told stories, to which half the class listened. Her play with them was pleasing, because she seemed to enjoy it; but the children did not seem to enjoy it half as much as the dear little first graders do hunting out words they have been taught. The only play children thoroughly enjoy is play they plan for themselves, and can persuade their elders to join, *stopping when they are tired*. I happened in a sixth-grade room at a whispering recess. It was Bedlam set loose. The teacher welcomed me, explained that the children were teaching her how to do a mathematical puzzle. Either she was, or pretended to be, very dense. Nearly all of the children were around the board, and as each one failed to make it clear, another took a hand, and with a "Now, Miss Blank, you see that is so and so." "Yes, but I don't see this or that." And so it went on with much laughing, eager explanation and dense stupidity on the part of the teacher. As an idea dawned on each child, he would attempt to explain it, and still the teacher asked questions which were patiently answered until some one said: "Miss Blank, you are just pretending, so you are!" And so she was; but I never expected her to reduce those children to order after the free-and-easy way in which everything had been carried on. She tapped lightly on the table, once; and in a second every child was in his seat and at work. The teacher was alert, brisk, businesslike. No suggestion of play from that until dismissal, and not once was a child reproved, although I noticed her talking with her eyes to some one, whom I could not see. She told me they were always bringing her mathematical puzzles, which she detested, and had hit upon this method of teaching them, to explain examples to her and answer her stupid questions. She found it did them good. "If it were done during school time, it would lose all its interest as a play," she said. "They enjoy it, because I am playing with them. They have something new to show me every day." Children enjoy learning something new. "Pestalozzi takes a world of trouble to teach a child that his nose is in the middle of his face," said a French journalist; and that is just what some of the beginners in sense training are doing. "This is my hand" becomes mechanical after the tenth time. Why cannot form be learned from figures? The form of figure 3 is not like the form of figure 4; nor is the form of the word "cat" like that of the word "dog." The difference is interesting—why introduce any play? A child observes everything, and needs not be taught. A little boy

was weeping in the hall, and said he had "lost his teacher." "How does she look?" some one asked. "O, she's big as my ma, and she wears pointed shoes and a gold tooth." That being hardly definite enough, the teacher took him downstairs and found where he belonged. She, although an intimate friend of the lost teacher, had never noticed the "gold tooth," which was in the lower jaw, and next to the wisdom tooth. Could anything escape such sharp eyes? And must he be taught observation in play? Does the teacher live who can invent a new play every week for each study, which will interest every child? The German educators are always quoted as believing so much in play. Why is it, then, that the teachers in a German district are always requested to supply the children with home work, and how can one account for the blood-curdling tales of the length of the school hours, and the punishments inflicted upon children for the slightest offense? How is it that the little German girls are taught to knit and crochet, while Irish and American children are out playing? The little German boy is usually sent to a "gym," but there he is punished for failures, so it can hardly be called play. The German boy is "taught" how to swim, just as he is expected to be taught how to read.

How is it that children, little girls, especially, enjoy playing school? Why are children who are permitted to enter the school-rooms before the others, so interested in working examples on the board? It shows that they enjoy the lessons, although they are work. The only difference is, that one is obligatory and the other not. There is a great difference between the discipline required now and that of but four or five years ago. "Military order" is looked upon with no favor now, for which everyone, particularly the teacher, has reason to be thankful. She does not fear to lose her position now, even if a child is discovered chewing gum or whispering; but she still feels that the school-room is a place of business, where children must be taught. The royal road to learning is yet to be found. The little pilgrims must still climb from step to step and learn to labor. Learning can be made comparatively pleasant; and no more cheerful sight exists than a roomful of happy, working children.

By the way, with all this talk of play in the school-room, why is it that children are discouraged from playing around school; no playgrounds allowed; no recesses, except five-minute ones, when they run up and down stairs as fast as possible, and if they happen to be in the third story, tiring themselves to such an extent that it takes some time before they are rested enough to resume work? They are under restraint all the time. A three-minute recess in the room, where they can do as they please, and relax every muscle, is a hundred per cent. more beneficial, but "the powers that be" have ordained otherwise. The children must go downstairs. Playrooms are provided in the basement for rainy days, but are constantly used. The dust from the asphalt and from the children's clothes is blinding and suffocating, but they are supposed to be playing. The good old-fashioned, out-door recess of former times, when the children shrieked and romped and played to their hearts' content, and came in as fresh as they were the first thing in the morning, is past. I believe there is a theory that children, during recess, learn a great deal of harm from each other. Some children would learn harm anywhere. People are encouraged to meet and have good times; why not children? Let children play, when they play, without any supervision, simply following their own sweet will; then they will be ready to work. Does any one fancy for an instant that "artificial plays" deceive a child? Does the child not know that the pill exists inside the sugar coating? I heard a teacher say before beginning a lesson, "Now, I hope we can finish this work to-day, because I want to give you a new lesson in division of decimals to-morrow." The hands were clapped softly, the eyes brightened, and the prospect of the greatest "play" in the world could not have had a happier effect. The same teacher remarked to an idle boy: "James, you act as if this were a play-room. This is your and my place of business. What is your father's business?" "He's a bricklayer." "Well, if he were found making brick houses on the sidewalk, he would very soon lose his position, wouldn't he?" "Yes'm." "Well, you ought to lose yours, then, ought you not?" No answer was made to this, but James was the busiest of the busy for the rest of the session. Children are taught to play in a kindergarten, and go home and play something else. Children are, or have been, taught to work in school, and go home and teach their little brothers and sisters what they have learned, and "play school." Why is it?

Mary E. FitzGerald.

W. A. Olmstead Burned to Death.

Chicago, Ill.—William A. Olmstead, president of the Olmstead Scientific Company, manufacturers of school supplies, was burned to death in the Wabash avenue fire of March 16. Several of the employees of the company also perished in the flames. The whole death list is about fifteen, and the injured number about thirty. The building was a seven-story structure, and is a total loss. It was occupied by ten firms, several of them dealers in pianos, organs, and musical supplies. The adjoining building was badly damaged, and part of the stock of the Educational Publishing Company ruined.

New York State Science Teachers' Association.

SECOND ANNUAL MEETING ITHACA, DEC. 30-31, 1897.

[Concluded from *The School Journal* of March 19.]

Friday afternoon the members met in three separate round tables, for about an hour before the closing session.

1. The section representing union schools and academies, led by Prin. Thomas B. Lovell, considered, first, the value of the habit and method acquired by the student in practical science courses.

Mr. Charles N. Cobb said that physics should be taught for forty weeks.

Miss Kate Andrews, of Rochester high school, discussed "Nature Teaching in Secondary Schools." She favored a liberal use of the objects themselves, in order to develop habits of close observation and classification.

Prin. S. G. Harris outlined a model course of nature study extending from the lower grades to the high school.

Prin. F. D. Boynton, of Ithaca high school, showed that more sciences are demanded in the high school course than can possibly be included in four years. A wise choice, with equally wise omissions, must be made.

2. The normal school's section was conducted by Prof. Howard Lyon, of Oneonta normal, who said that normal schools have been too conservative toward the claims of science for more time and more laboratory work. In reforming our science courses, it is desirable to teach the student fewer sciences, and to give more time to those taught. Proficiency in one or two fundamental subjects would give power to work up new subject-matter. Those intending to teach may properly study physics, chemistry and practice nature study, one year each. A real scientific course should be established in normal schools substituting science work for a second language.

Prof. D. L. Bardwell, of Cortland normal, was in favor of one year of biology, one of physics, and one of the earth studies, with electives in other sciences, and in advanced science, if desirable. We should lay solid foundations for accurate scholarship.

3. The College Round Table met in McGraw hall, Prof. B. G. Wilder in the chair, and Mr. J. G. Needham acting as secretary. The topic, "Shall We Include Physical and Natural Sciences Among Our Subjects Required for Entrance to College?" was discussed by Profs. Dodge, of Rochester, Hargitt, of Syracuse, Cattell and Hallock, of Columbia, and Atkinson, Gage, Nichols, Tarr, and Wilder, of Cornell. The following resolution was unanimously adopted: That the College Round Table recommend that this association recommend the allowance of credit for work in physical or natural science toward entrance to college. The association referred this resolution to the Committee of Nine.

The last session of the association met for the transaction of business, and to listen to the final paper by Prin. Frederick A. Vogt, of the Central high school, Buffalo, on "Out-door Science Work in Secondary Schools," which will appear in *The School Journal* in full.

Prof. A. D. Morrill, of Hamilton college, spoke of the value of out-door work in breaking up the mechanical uniformity of school life, replacing listlessness with wide-awake interest and close attention. The test of this work is a growth in power to observe new facts and relations, rather than an increased receptivity.

Prof. Charles B. Scott, referring to his own experience, mentioned several instances in which the nearest and commonest fields had afforded the most profitable chances for study. The great essential of all such work is definiteness—a distinct aim. Then the work should be reviewed in the class-room as a basis for class work.

Mr. H. A. Surface, of Cornell, described field work as it is conducted in the university classes. Collections should be made intelligently, legally, and mercifully. Conduct of this work requires tact, thought, common sense, and firmness. In the best class, some pupils will lose interest as the work progresses. Short rambles are better than long; move slowly in the field. Sections should not number over twenty pupils.

Prof. L. H. Bailey, of Cornell, closed this interesting discussion. In commenting upon nature-study work in New York state, he called attention to the leaflets which have been issued by the College of Agriculture of Cornell university. Of these leaflets, eight has now been issued, and of these, 158,500 copies have been distributed to the teachers of New York state, upon their request, making, all together, about 1,588,000 pages of nature-study work, which have been put before the educators of the state. One of these leaflets is designed to be put in the hands of the children themselves. This is entitled, "A Children's Garden," and designs to awaken an interest in the growing of plants. The other leaflets are designed for teachers. They show the methods by which common subjects can be taken up and presented to pupils. These leaflets are published by the state, and are free to all residents.

The speaker called attention to two or three common errors in the teaching of nature study. He deplored the fact that much of the so-called nature work was the telling of entertaining stories and the presenting of information, rather than the real education of the pupil. He deprecated that type of nature work which brought in only objects of uncommon or unusual character. It is advisable to choose the common

things—those which are actually a part of the pupil's life, and in which, therefore, he is most interested. It is a wrong principle of pedagogics to fasten the pupil's mind on the uncommon and unusual. He is apt to generalize upon these topics and to derive thereby a wrong impression of nature. The rarities, exceptions, and curiosities should be presented very sparingly, and chiefly to children who have been taught first to see and to be interested in the commoner things.

As a concrete example, he spoke of the common desire to teach the means by which flowers are cross-pollinated by insects. The teacher almost unconsciously selects those examples which show nice adaptations. The student is thereby made to feel that complete and perfect adaptation is the rule of nature, whereas the probability is, that there are very many misfits.

He also remarked that as soon as nature study was made a stated period in the schools with an hour or so devoted to it each day, and with examinations at the end of the term, it would cease to be nature study, but would be merely the teaching of science and of information. Nature study is primarily an affair of the heart, but when it is made an affair of the head, it is no longer nature study, but becomes a science. Children love nature before they love science; that is, they love the individual objects with which they come in contact, and as their knowledge of these objects enlarges, they begin, unconsciously, to arrange the matters, or to gradually work into the study of the science. There is really no such thing as natural science, but there is a science of natural things. Science is only a human way of looking at a subject. It is, therefore, pedagogically wrong to begin the instruction of a child by teaching the principles of a science. He should be taught the concrete things, and to draw his inferences from them. In the primary and secondary schools, the object of teaching is to expand the mind, quicken the imagination, and to multiply points of contact with the world. The teaching of a systematic body of facts is a very secondary matter. The speaker remarked that a rigid and systematic curriculum would crush the life out of nature study, and that examinations would bury it.

Before adjournment the association passed a vote of hearty thanks to the members of Cornell university, whose thoughtfulness and thorough hospitality contributed so largely to the success of this convention.

The officers for 1898 are as follows:

President, Charles W. Hargitt, Syracuse University; Vice-President, John F. Woodhull, Teachers College, New York; Secretary and Treasurer, Franklin W. Barrows, 45 Park street, Buffalo, of Central High School.

Executive Council.—Professor William F. Lock, Columbia University, New York; Miss Mary E. Dann, Girls' High School, Brooklyn; Professor D. L. Bardwell, State Normal School, Cortland; Dr. Charles W. Dodge, University of Rochester; Principal Thomas B. Lovell, High School, Niagara Falls; Professor W. C. Peckham, Adelphi College, Brooklyn; Professor J. McKeen Cattell, Columbia University, New York; Professor LeRoy C. Cooley, Vassar College, Poughkeepsie; Professor E. R. Whitney, High School, Binghamton; Professor Irving P. Bishop, State Normal School, Buffalo; Mr. Charles N. Cobb, Regents' Office, Albany; Professor C. S. Prosser, Union University, Schenectady.

Franklin W. Barrows, Secretary.

Summer Schools.

Martha's Vineyard Summer Institute, at Cottage City, Mass. Begins July 12. Address W. A. Mowry, president, Hyde Park, Mass.

Michigan State Normal School. Summer session, June 27-August 5. Address Pres. Richard G. Boone, Ypsilanti, Mich.

Cook County Normal Summer School. Three weeks, beginning July 5. Address W. S. Jackman, 6916 Perry avenue, Chicago.

New York University. Summer Courses, July 5-August 13. Address Charles B. Bliss, University Heights, New York city.

The New School of Methods for 1898. Two sessions, east and west. Eastern school at Hingham, Mass., July 18-30. Western school at Chicago, August 1-13. Address American Book Company, or C. C. Birchard, manager of New School of Methods, Washington Square, New York.

The summer quarter of the University of Chicago will begin July 1. Address the Examiner, University of Chicago, Chicago, Ill.

University of Michigan Summer School. July 6 to August 17. Address E. A. Lyman, 325 East Liberty St., Ann Arbor, Mich.

Summer Normal School at Petoskey, Mich. June 1 to October 1. M. O. Graves, principal, Petoskey.

Benton Harbor College Summer School. June 13 to August 5. G. J. Edgumbe, principal.

Summer Term of Kindergarten Training School at Grand Rapids, Mich. July and August. Address Clara Wheeler, Secretary, 117 Barclay St., Grand Rapids.

Summer Normal at Cortland, Ohio. Six weeks. Address L. E. York, Clark University, Worcester, Mass.

Summer School of Cornell University, July 5-August 13. Address A. F. Weber, secretary, Ithaca, N. Y.

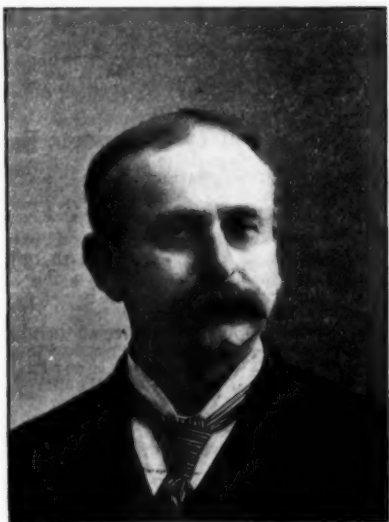
The H. E. Holt Normal Institute of Vocal Harmony. Address H. E. Holt, Lexington, Mass.

Superintendents' Conventions.

Pennsylvania Convention.

The city and borough superintendents of Pennsylvania held their eighth annual convention at Pittsburg, March 16 and 17. The attendance was not large, but considerable interest was manifested, and some excellent papers were read. On Wednesday, the visiting educators were entertained at a banquet given by the city principals.

The officers of the association are: President, D. A. Harmon, Hazleton; vice-president, C. A. Babcock, Oil City; sec-



Supt. C. A. Babcock, of Oil City, who presided over the convention.

retary, D. S. Keith, Altoona; treasurer, Charles F. Foster; executive committee, George J. Luckey, Pittsburg; Atreus Wanner, York; George Howell, Sharon.

In the absence of Pres. Harmon, Vice-Pres. Babcock presided.

Among the noted educators present were: Dr. N. C. Schaeffer, state superintendent; Dr. W. J. Holland, chancellor



Supt. D. S. Keith, of Altoona, Sec'y of Convention.

of the Western university, and Rev. Dr. J. D. Moffat, president of Washington and Jefferson college.

FROM SUPT. HOTCHKISS' ADDRESS.

Supt. H. V. Hotchkiss of Meadville, spoke on "How to economize time and effort in a course of study below the high school in arithmetic, geography, history, etc." Among other things, Supt. Hotchkiss said:

"A course of study must state what branches are to be pursued in the school, the time to be devoted to each, and the order of succession of branches, or of topics within a branch. The course is to be made with constant reference to the end sought by school instruction. It must, therefore, from first to last, provide studies in such arrangement, that a cross-section of the course at any period will show studies representing every domain of knowledge.

"A long experience, re-enforced by more thoughtful observations during the recent periods of discussions upon 'coordination,' 'concentration,' and 'correlation' of studies, establishes the truth that each of the rational, co-ordinate groups of studies has its natural sequence in development, and requires, in its teaching, a method peculiarly its own. To select one study, or group, and attempt to subordinate all other groups in the course to it, will result in waste of time and en-

ergy, and will submit the course and the teacher to the ridicule of parents and children.

"Mental power should be developed throughout the entire



Supt. H. O. Hotchkiss, of Meadville.

course, in the elementary school, through the effort of the child to overcome his environments and assimilate them; or, better, be assimilated by them. This is the end of education. Then, with the phenomena of the universe, classified and arranged in branches of study, from which we may choose, it must be the part of economy to make the selection from this field, rather than to confine the work to lines almost entirely formal, and therefore without life.

"Studies should be selected that shall add to the happiness of the pupil, both during his school days and during life. The ultimate great end of education is human happiness.

"Present indications are, that, from now on, the great majority of our people must seek their pleasures in occupations other than those of money-getting, and in surroundings which are valuable beyond estimate, but which may be had for the asking. The schools can, and ought to, do a great work in developing incentives and power in the pupils that will enable them to enjoy the beauties of nature and art with which they are surrounded. The school which teaches a child to read, and does not also teach him what to read, and develop in him a taste for good reading, commits a mistake scarcely less than a crime.

"It is not necessary, before this body, to enter into a psychological discussion of the process by which a child accomplishes so much. I venture to call attention, for the purpose of emphasis, to one which is fundamental. I refer to the process of comparison. From the time when the individual, as a babe, stretches his hand toward the bright light until, as a learned doctor, he performs his last experiment in original research, the mental processes are identical. The mind, in gaining knowledge, constantly compares the new, part by part, with that which it has already experienced. Each of us, in listening to a description of a piece of machinery, a landscape, or any other object, interprets the language used in the description by calling up the mental image of some past experience; of something that has appealed to us through the senses. Our ability to understand the literature of any subject depends upon the preparation our experiences have given us. It is this law of mental activity which has given rise to the maxim, 'We learn only by what we have learned.'"

SCOPE OF GRAMMAR SCHOOL WORK.

Supt. J. M. Berkey, of Johnstown, speaking on the "Scope and Limitations of Grammar Grade Work," said:

"The grammar school course ought to contemplate a common school education, either as a preparation for the high school or as a completed elementary course of training essential to all good citizens of the state.

"Now, the law says these branches shall be taught: Reading, spelling, writing, arithmetic, grammar, history, geography, and physiology; and these, fairly well mastered, constitute the grammar school course of study. Whatever additional branches or supplemental material may be essentially helpful in the development of these required branches should have a place in the course; not, however, to displace or make topheavy any of the fundamental branches, but only to make them more practical or of greater disciplinary value.

"Neither the law nor the adopted text-books state what shall or what shall not be taught. Modern text-books, it is true, are generally safe and helpful guides, but it does not follow that because a text-book in arithmetic devotes 100 or more pages to such subjects as annual interest, partial payments, foreign exchange, compound proportion, equation of payments, medial proportion, annuities, life insurance, building and loan associations, etc., etc., that these things must all be taught in the grammar grades, in order that pupils may get a practical knowledge of arithmetic.

"In the same way the study of biography and masterpieces in literature will make better readers, because there will be a

super interest in the continuity of thought and the association of individual life with classic language and high ideals. The pupils directed along these lines will learn to read well, because they cultivate the power to think and feel, and feed the ambition to be and to do.

"Nature study is not, necessarily, a new study, but it is only the connecting link of interest force between the geography of the school-room and the geography of the world, between school life and world life. Properly developed, it will infuse life and interest and practical worth into every page and map of the text-book, and may happily diffuse into thin smoke many of the map questions and worthless descriptions of governments and topography, so convenient for the routine teacher.

"In United States history, the federal constitution is but the summing up of national history and development, and is therefore a natural supplement to early history, as well as a prelude to later developments; while local history and civics is only national life in its local interest and application. We can't teach history, therefore, without teaching government; for government is only crystallized history.

"Drawing and music have a rightful place in the grammar school course, but they are not, properly, studies. Skill of hand is a ready means of expression, and aid to mental discipline, and of real value in life. Music as a school exercise is a restful recreation; as a moral force, it is of recognized worth. Physiology, with its related hygienic requirements, should be a part of the grammar course, not as a difficult or technical science, but as a helpful guide to physical health and vigor, to which physical culture is a fitting complement. Correspondence and business forms are simply the application of language proprieties, and commercial arithmetic to social and business life.

"Speaking definitely, then, it is my judgment that the complete course of study for a grammar school contemplate the completion of the so-called common school branches, rounding them out with the outlines and best selections in literature, elementary algebra, concrete or applied geometry, the study of nature and familiar science, elements of civil government, state history and civics, business forms, vocal music, and industrial art."

OTHER IDEAS ADVANCED.

Supt. R. K. Buehrle, of Lancaster, read a paper on "How to promote the selection of high school graduates best qualified to teach from the list of local applicants." He said:

"If I read the subject assigned, aright, high school graduates, rather than applicants educated in other schools, are to



Dr. R. K. Buehrle, County Supt., Lancaster.

be selected from the list of those who apply for positions as teachers, I wish to state that I do not wish to be classed with those who would exclude all but high school graduates from the ranks of public school teachers. To do so is neither progressive nor American. What is to be aimed at is the selection of the best teachers, regardless of where they have been educated or prepared for their work."

Mr. Buehrle laid special stress on the supreme advisability of consulting the superintendent, who, by reason of his intimate relation to the schools in all their phases, is qualified to know just what the schools need. The introduction of training schools for teachers in the cities was also advocated. Nepotism in the selection of teachers was severely condemned.

Supt. W. W. Rupert, of Pottstown, read a paper on "Some New Lines of Co-operation of Superintendents." He gave a number of valuable suggestions, which were discussed by several members of the convention.

In speaking of the various ways in which pupils may be interested, Supt. Rupert said:

"A study of the industries of a great state like Pennsylvania will supply us with abundant and fruitful material for co-operation. Each superintendent can direct and guide his teachers and pupils in the study of those industries that are found in his own vicinity. From Philadelphia, for example, we

might hope to receive articles on such interesting and highly important subjects as "The Manufacture of Locomotives," "Sugar Refineries," "The Manufacture of Carpets," "The Bourse," "The Commercial Museums." Pittsburg could contribute articles on glass, iron, steel, paper, oil, and very many other subjects of which the writer is ignorant. Wilkesbarre can tell us how snowy-white lace curtains are made, and she can write for us wonderfully interesting articles about her great, black coal breakers, and the black diamonds that have made her one of the richest cities of her size in the United States.

"Thus we might go over the entire state and indicate the rich fields that are 'white for the harvest.' Of course every article should be accompanied by photographs or drawings, or both, to illustrate the subject under discussion."

Other speakers were: T. S. Lowden, of Greenville, subject, "Irreparable Loss"; John Morrow, Allegheny, on "The Advisability of Establishing Special Truant Schools."

Florida County Superintendents.

The county superintendents met at Jacksonville, March 16, 17, and 18, State Supt. W. N. Sheats, president. Of the forty-five superintendents, forty-two were present. Among the subjects considered were these:

- How far is uniformity of text-books desirable?
- Selecting the best books for adoption.
- If county uniformity is desirable, why not state?
- What objection to state uniformity?
- Are teachers' summer schools necessary and worth their cost?
- Is it desirable to have them conducted by local instructors?
- How shall they be run the present year to get the best results?
- Which will give the best result, a school in each county or one school for many counties?
- What should be the aim, and what the course of study of these schools?
- Should the exercises be chiefly recitations or lectures?
- The urgent necessity for more school funds.
- The best way to raise sufficient school funds.
- How is it best to proceed to get the constitutional limitation stricken out?
- What are the essential qualifications of an ideal county superintendent?
- Should the salary of county superintendents be fixed by statute?
- Upon what basis?
- What should be his method of inspecting?
- What are the qualifications of an ideal school board member?
- How may they be made better acquainted with the needed qualifications of teachers?
- What points should they consider in fixing the salaries of teachers?
- Is the fact that the examination law is sometimes evaded any reason why it should be abolished?
- Is enough of the advancement in education in the state attributable to the law to justify the retention of it?
- What changes can be made in the law to better it?
- Should patrons be allowed to elect teachers?
- Is one or two daily sessions of school best?
- How can the educational advantages be best obtained at the prevailing salaries?
- When should schools with less than an average of ten pupils be continued, and when not?
- Should every county board establish one high school with an eight months term?
- Is the free-book system adapted to this state?
- What restriction should be placed upon the use of school buildings for other purposes?
- How to secure a library for every school.
- Would the people in the rural districts support a reasonable compulsory education law?
- How do salaries and teaching ability of negro teachers compare with those of whites holding the same grade of certificate?

The most discussion was over the questions of summer schools and teachers' examinations, which formed really one. It will be borne in mind that when Supt. Sheats came into office, in 1893, he commenced a vigorous effort to put uniform examinations into the place of desultory, irregular fragmentary, partial, and varying ones that had prevailed; he prepared essentially the New York plan—a third grade for one year, a second grade for two years, a first grade for five years. A law was passed, annulling the state certificates that had been heretofore issued. This aroused much opposition. The five years that have elapsed have shown the wisdom of the law; all parties agree that a higher class of teachers have come into the field; the schools have risen in public estimation.

Another change in legislation made the superintendents elective, instead of appointive officers. It is generally thought this has been advantageous. Among the leading superintendents are Messrs. Bucholz, Glenn, Reynolds, Ralph, Eppes, Philips, Hanna, Russell, Sams.

State Supt. Sheats presided with dignity and energy, and got a great deal of work out of his colleagues. They felt that he was a thoroughly honest man, full of earnestness to advance to higher stages. There are many difficulties in the way of progress, the main one being the need of more money; the constitution prohibits the levying of more than five mills for the state school tax; this forces the counties to levy additional sums.

News from Foreign Countries.

The Eyesight of Children.

Mr. R. Brudenell Carter, lecturing on "Children's Sight," before the committee of the Council of Education, London, said:

"The eyes of children must be ranked as the most precious of their possessions, and as possessions which, both in the individual, and probably in successive generations, are capable of being improved by cultivation, and of being injured by exposure to unfavorable conditions. In 1895 I instituted an examination of the sight of a large number of children in the London board schools, and as a preliminary measure, 8,125 of these children were tested as to acuteness of vision by their teachers. Out of the 8,125 children, there were only 3,181 who had normal vision with both eyes; so that, roughly, of London school children between the ages of eight and thirteen, nearly 60 per cent. do not see as acutely as they ought to do. I was able, with the assistance of a friend, to examine only 1,448 children. Of these, we found flat eyes in 61 per cent., and short sight of both eyes in 14.3 per cent. When flat eye is extreme in degree, or when it occurs in feeble children, the effort of correcting it becomes fatiguing, and after a short period of reading, or of other close work, the effort is relaxed, with the result that the vision becomes misty and obscure. The little sufferers then rub their eyes, often with dirty fingers, and thus irritate them still more; while the efforts call for an additional blood supply, and render them flushed and angry. Faulty positions are hurtful in three ways: First, by interfering with the circulation; second, by promoting contraction of the chest and brain; and third, by calling upon the eyes for undue convergence, and for positions in which their combined action is rendered difficult. The first two are obvious evils, upon which we need not dwell; but the third, the undue approximation of the eyes to their work, is apt to cause the flat eye to pass over into the short-sighted one. It is obvious that the educational arrangements of a great community must be mainly governed by the requirements of a great majority of the scholars, and that the responsibility of claiming provision for exceptional requirements must rest mainly with the parents of the children.

Not one person in a thousand can say what the child ought to be able to see, or what sized letters he ought to be able to read at a given distance. The vision of every child brought to school should be tested on admission, and entered in a register. At the numerous ophthalmic hospitals open to the poor, parents can learn under what conditions the education of their under-sighted children can most safely be conducted.

The training of the eyes is quite as important as any form of physical drill, to which much time is already devoted, and the two things might, without much difficulty, be combined. Moreover, I should like to lay stress upon the desirableness of giving a place to excellence of vision among the various physical qualifications which are habitually tested by competition, and for which prizes are awarded. A seeing contest would seem strange while the idea was new, but it would be just as reasonable as any other, and probably more useful than some."

Wage Earning School Children.

It is probable that a departmental investigation will soon be made into the wage earning of London children outside of school hours. Some facts have been collected in regard to it which are appalling. Last year the Woman's Industrial Council investigated fifty-four board schools, and found that five per cent. of the pupils were working for wages, not including those working for parents.

Of the boys, they found that the majority were employed in shops, serving, doing errands, carrying milk, selling papers, cleaning boots and knives, etc. Two hundred and forty-nine between ten and fourteen years of age work over twelve hours on Saturday. Of these, thirty-nine work sixteen hours, thirty-eight till midnight, seven over fourteen hours, and one for seventeen hours. One boy of twelve is employed from 5 A. M. to 10 P. M. on Fridays, and from 8:30 A. M. to 12:30 P. M., on Saturdays. A child of eleven works in a green grocer's shop from 4:30 to 8 every night, and on Saturday from 7 A. M. to 11:30 P. M., and receives for his services one shilling a week. One child of seven helps in a cheese cart from 7 to 10 every night for the same salary.

Of the girls, many of them work for long hours at sack and brush making, trouser finishing, buttonholing, and match box making. One girl of ten works from 6 to 8:30 A. M., an hour at noon, and four hours after school, and all day Saturday.

It is not strange, under such circumstances, that the children are dull and listless while in school, and lack ambition for any

settled or special occupation in after life. They are prematurely old—physical wrecks from which the vigor and inspiration of youth has gone. Out of the boys who left the London elementary schools in 1895, 1,000 went into special employment, and 8,000 into unskilled labor. In many towns, children leave school at the age of ten or eleven, to join the ranks of the daily drudge—one might almost say, none the better off for their education.

New Methods of Inspection.

The committee of the Council of Education, London, is highly pleased with the results of the new methods of inspection. Instead of the old system of annual examination by the government, the inspectors now make their visits without previous notice. A closer inspection of methods and administration is thereby gained, for which the old system did not in any way provide.

The report says, that "the teachers are proving themselves worthy of the trust that is placed in them; that the relations between them and the inspectors have become more cordial; that the mechanical forms of teaching, induced by a more mechanical method of examination, are tending to disappear; and that the teachers, relieved from the nervous anxiety inseparable from the formal test of an official examination of the scholars, are more at liberty to improve their methods of instruction, and to think rather of the development of intelligence than merely of the effective reproduction of a certain amount of knowledge on a given day."

Compulsory Education in New Zealand.

Education in New Zealand can hardly be called compulsory. Certain clauses in the law are not to be enforced unless the committee of a school district so orders. When this is done, the committee must initiate all prosecutions. As members of the committee are apt to break the law themselves, the prosecutions are few. The law gives the power to compel attendance for six half days in every week. During the week the school is open at least nine times. If it should be closed Good Friday, Easter Monday, on the birthdays of the queen and prince of Wales, or on local festival days, the committee cannot compel attendance for the rest of the week. Probably there are not more than thirty-six weeks in the year when the minimum attendance of six half days can be enforced.

It is proposed to amend the law, placing compulsory power either in the hands of boards of education, or of the police. In some districts, truant officers have been appointed with fair results.

The Same Old Complaint.

The higher grades of the London board schools attempt, in less than twenty-six hours a week, to teach arithmetic, reading, English composition, English grammar, recitation, history, geography, physiology, French, needlework, scientific dresscutting, drawing, singing, physical exercises, and religious knowledge; and for part of the year, laundrywork, besides. The head teachers have wide latitude in their choice of subjects, with the result that a great deal more is attempted than can be well performed.

Compulsory Attendance in Switzerland.

The law for compulsory attendance in Switzerland is peculiar, though it seems to work well. If a child does not come to school on a particular day, the parent gets a notice from a public authority that he is fined so many francs; the second day the amount is increased; and by the third day, the amount has become a serious one. As a result, there is very little absence from school, though the distances are often several miles. In case of sickness, the pupil is excused; but if there is any suspicion of shamming, a doctor is sent. If the suspicion is found to be well founded, the parent is required to pay the cost of the doctor's visit.

The World's Universities.

The eight largest universities in the world are on the other side of the ocean. They rank as follows: Paris, Berlin, Vienna, Madrid, Naples, Moscow, Budapest, and Munich. Harvard, the largest American university, ranks ninth, having risen from the tenth place during the last year. The University of Michigan has risen from the eighteenth to the seventeenth place, Pennsylvania from the twenty-first to the twentieth, Yale from the twenty-fifth to the twenty-third, while the University of the City of New York has fallen from the forty-ninth to the sixty-first. The relative order of the ten largest American universities is: Harvard, Northwestern, Michigan, Pennsylvania, Minnesota, Yale, California, Chicago, Colorado, and Cornell.

Gift to Columbia.

The Duc de Loubat has given to the Columbia university library the property at Nos. 503 to 511 Broadway, and Nos. 74 to 82 Mercer street, in New York city. It is worth over a million dollars. Mr. Loubat reserves for himself an annuity of \$60,000 during his lifetime. The Duc de Loubat is an author, scholar, and diplomat. He has been honored by the Pope, and many European sovereigns.

Dan Wallingford—Patriot.

(A Patriotic American Boy.)

The marine orderly, who in the midst of death and terror at the destruction of the Maine, coolly saluted his captain and said, "Excuse me, sir, but I have to report that the ship has blown up and is sinking," is not more famous than seven-year-old Dan Wallingford, the patriot of Indianapolis. For master Dan, like his older countryman, is of the stuff of which heroes are made, and his fine burst of patriotism is already history.

Dan Wallingford was born a patriot, and the American blood in his veins runs back on both sides of his house to the Mayflower days. When he was three years old, so the story goes, his mother bought him a suit of Scotch plaid. When told what it was he tore it off and trampled on it, saying that he wanted American plaid or nothing.

His sterling Americanism was touched deeply by the disaster to the Maine. Master Dan pondered earnestly over the situation. His action was deliberate. Taking from his bank his savings of forty-eight cents, he exchanged them for twenty-four two-cent stamps. Then he wrote to Secretary Long this letter:

"I have been wanting to do something for my country. I think now is the time. So I send you all the pennies I have to help build a new ship.
Dan Wallingford.
7 years old.

He gave the stamps and letter to his father, with instructions to mail them.



Dan Wallingford.

Courtesy of "Truth."

Secretary Long answered as follows:

"My Dear Little Patriotic Lad:

I have your letter and the twenty-four 2-cent postage stamps inclosed with it, which you have so generously taken from your spending money and given to your country.

There is not so much need for help in the building of a battleship as there is for the relief of the poor sufferers on the Maine. I have, therefore, given the stamps to Mrs. Edwin Stewart, who is treasurer of a society of ladies who are collecting money for the benefit of those sufferers.

I am sure that a little fellow, seven years old, who begins by showing so much interest in his country, will grow up to be an honorable and useful citizen.
John D. Long."

So Dan's forty-eight cents will be expended in the cause of patriotism. An editorial in the New York "Times" says: "To Dan Wallingford it is plain that the existing situation presents itself as seriously as the actual situation was that presented itself to Grant, Rawlins, and several millions of their fellow citizens thirty-seven years ago. The immediate question which he has

put to himself is 'What am I personally to do about this? What is my duty?' Dan Wallingford is of the type that has made this republic one of the largest facts of history. He has the same feeling of personal responsibility that actuated certain gentlemen, now considered immortal, when they pledged their lives, their fortunes, and their sacred honor to the same cause unto which Dan Wallingford has just devoted his forty-eight cents."

Letters and presents have been pouring in on Master Dan ever since his patriotic self-sacrifice became known. Among these presents is a book entitled "The War of 1812," by Rossiter Johnson. In the book is this inscription:

To Dan Wallingford,

Who, as a patriotic American boy, will be interested in reading what our navy did at the beginning of the century,

From his friend,
The Author.

Dan is a healthy looking boy, with rosy cheeks. He is a little over four feet tall, and weighs sixty-nine pounds. He is full of life and spirits, and has a keen sense of humor. But his patriotism is his crowning virtue, and will be an inspiration and a help to all who shall read the story of his generous deed.

Brief Items of Live Interest.

Chicago, Ill.—Robert Thompson is the originator of a scheme to erect a monument to Lafayette at the Paris Exposition of 1900. The monument is to be a present from the American people and will be placed over the almost unmarked grave of the patriot. The idea has been endorsed by President McKinley, and a resolution has been introduced in Congress, providing for a commission to supervise the collection of a fund among all the schools of the United States. The intention is to unveil the monument and present it to the government of France, July 4, 1900.

Columbus, Mo.—The students of Missouri university have issued a protest to the faculty against the methods of the Discipline committee in investigating the recent riot in which windows were broken, the police stoned, the girls' hats and wraps drenched, and an athletic building burned. The committee threatened with expulsion those who refused to answer their questions as to the participants. The students claim that no one in particular was more guilty than the others, and want punishment meted out to all alike.

Later. Five students, ringleaders of the riot, have been expelled, and twenty-two others suspended for periods ranging from one week to three months.

Westfield, N. J.—The board of education has decided to levy a special tax of \$13,400 for the purpose of extending the primary school facilities.

Boston, Mass.—The full bench of the supreme court has handed down a decision in the case of the town of Bourne vs. Howard S. Freeman. The three towns of Bourne, Sandwich and Mashpee, elected Delbert G. Donnocher superintendent of schools in August, 1893. In October, the joint committee of the towns discharged him because he had been indicted for a crime in Maine. Howard S. Freeman was elected to fill his place. But the town of Bourne decided to keep Donnocher, claiming that the committee had no authority to discharge him. The supreme court decides that the committee did have the authority, and were not obliged to prove the guilt of Donnocher before discharging. The town of Bourne will have to pay its share of Freeman's salary.

The North Central Association of colleges and secondary schools will meet in the Auditorium hotel, Chicago, April 1 and 2, 1898.

Hopkinsville, Ky.—The Second District Educational Association will meet in this city on April 22 and 23, 1898. The territory of the association includes eight counties.

Albany, N. Y.—The state department of public instruction has decided to hold one of its four summer schools at Greenpoint, L. I. The dates are July 11 to 29, inclusive.

The Union school building at Greenpoint will be used for the purpose. Two departments will be established—one for professional training, entirely devoted to pedagogical work, and one for drill and review, for those teachers who wish to advance in their work. Tuition is free to all duly qualified teachers in the state.

Albany, N. Y.—An act is before the assembly committee on public education, providing that the local boards of managers of the state normal schools shall consist of seven members. This will not deprive present managers of membership, but no more appointments are to be made until the boards number less than seven.

The Association of Chambers of Commerce of the United Kingdom has passed a resolution looking toward the co-operation of the English and American governments in bringing about uniformity in the spelling and meaning of English commercial language.

Topics of the Times.

With the opening of spring, the rush for the Klondike gold fields has again begun. From all parts of the country come reports of outfitting parties and crowded trains, while at San Francisco, Seattle, Portland, and Vancouver there is a positive jam of passenger and freight traffic.

The privilege of importing opium has been sold by the Hawaiian government for \$60,000 a year.

The supreme court, of Utah, has passed a law sustaining the eight-hour labor law.

The French liner, La Champagne, was many days overdue recently, as she broke her shaft at sea. She was towed to Halifax by a passing steamer.

The Loud postal bill, which was before Congress, aimed to exclude from the second-class mail rate (a cent a pound) those worthless, sensational newspapers which are sent out mainly in sample editions to carry advertising. Incidentally, however, it cut into the sample-copy privileges of many reputable papers, and of those circulating libraries which carry good literature to the masses at low cost. It was thought, therefore, that the bill would work more harm than good, and hence it was defeated in the house by a vote of 162 to 119.

An attempt was lately made to assassinate the king of Greece. The king was riding with his daughter, and bravely threw himself between her and the assassins. Neither was injured.

Prince Oscar, of Sweden, preaches with the Salvation Army workers in the streets of Stockholm. His wife also speaks and leads the singing.

A pure food congress, consisting of 250 delegates from state and commercial organizations, was lately held in Washington, D. C. One member stated that the 70,000,000 people in the United States pay at least \$5,000,000,000 yearly for their food, and of this at least two per cent., or \$100,000,000 worth, is adulterated. Ten per cent. of that, or \$10,000,000 worth, is actually poisonous, deleterious to health and life. The object of the congress was to get a national law passed preventing adulteration of food.

The wharves at the Tampico terminus of the Mexican Central railroad were recently destroyed by fire, the loss being about \$2,000,000.

An Irish local government bill has been introduced into the British house of commons by Mr. Balfour. Many Irish leaders look upon it as a fair and reasonable measure of home rule.

A negro postmaster was recently shot and killed by a mob at Lake City, S. C. The deed is strongly condemned by South Carolina newspapers.

The visit of health officers of Bombay to the houses of low-caste Hindus and Mohammedans, in search of cases of the plague, resulted in serious riots. Many people were killed and wounded. British bluejackets were landed, to restore and preserve order.

The work of relieving the starving Cubans is being carried forward with great success. Several hundred thousand pounds of relief supplies have already been shipped to the island. Provisions are pouring in from all directions; many carloads coming from Western cities. Some persons have even sent wedding rings and heirlooms of different kinds, to be sold to aid the Cubans. It is not difficult to tell where the sympathy of the American people is.

Ex-President Harrison recently made a remarkable speech before the Union League Club, of Chicago. He noted the fact that the great bulk of personal property, consisting of stocks, bonds, notes, mortgages, and such like, escape taxation. In New York, the proportion of personal property assessed is only twelve per cent., although figures show that the real value of such property is at least one-half. He added that Mr. Lincoln's declaration, that this country could not exist half slave and half free, may be paraphrased by saying that this country cannot continue to exist half taxed and half free.

A curious state of affairs prevails at present in the banks of the Northwest. Currency is so scarce in Minneapolis, St. Paul, and other Northwestern cities, that the banks are compelled to pay gold. The bills are shipped to the East in mail sacks. Payments are made through the mails, instead of by express, as in the past, and, of course, owing to the expense, nothing is sent but paper money. Just at present the balance of trade is against the Northwest, and the money is flowing out. This causes the scarcity of currency, and it is a fact that Minneapolis and St. Paul are practically drained of all bills of large denominations. The money is sent by registered mail, and the cost between Minneapolis and Chicago is 20 cents per \$1,000.

"Napoleon III. and His Court" is the second of a series of works on the Second Empire, by M. Imbert de Saint-Amand. This volume covers the period from 1853 to 1856, the golden age of the empire, the events leading up to and including the war of the Crimea, and the birth of the Prince Imperial. M. de Saint-Amand writes the more vividly of the time, because of his intimate personal acquaintance with the men of that day. He writes primarily of persons; but throughout the luminous character sketches runs continually the thread of history. The whole book teems with anecdote in such a way as to make it interesting at the same time that it is instructive. M. de Saint-Amand's sympathy with the time he describes enables him to individualize his characters, and to present them to the reader as living persons. Especially vivid are the sketches of the emperor, Empress Eugénie, the Princess Mathilde, and the Emperor Nicholas, of Russia. The analysis of events which led to the Crimean war is keen and searching. There is a tone of pathos throughout the book, induced by the personal sadness at having witnessed the passing away of the glory which the author has so eloquently described. (New York, Charles Scribner's Sons. Price, \$1.50.)

THOMPSON'S DRAWING SYSTEM

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The Text-book Table for 1897, issued from the Regents' Office, reports under the head of "Form Study and Drawing," that Thompson's is the system most largely used. It is used in 148 schools. Under "Advanced Drawing" Thompson is also in the first place. It is used in 76 schools.

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Books.

It is scarcely necessary to remind the teachers of the importance of the work of the Arnolds, in education in England. The first shone as a star of the first magnitude, as a teacher—the latter did important work in that field, but his fame as a poet and essayist far eclipses that of his father. The lives and labors of these men formed a fitting theme for the pen of such an eminent educator as Sir Joshua Fitch, who has admirably set forth their influence on English education in his volume entitled "Thomas and Matthew Arnold." No better summary of the work of the Arnolds can be found than in this book; the teacher can gain inspiration from its perusal. The volume belongs to the Great Educators' series. (Charles Scribner's Sons, New York. \$1.00 net.)

Probably as complete and satisfactory an edition of the lesser work of the greatest poet of Greek literature as can be found, is "Eight Books of Homer's Odyssey," prepared for the use of schools by Bernadotte Perrin, professor of Greek in Yale college, and Thomas Day Seymour, Hillhouse professor of Greek in the same institution. The introduction by Prof. Seymour is calculated to give the student a clear idea of the poem—as to style, characters, story, etc.—the peculiarities of its language, and a general conception of the epic poem. The commentary is freely adapted by Prof. Perrin, for the use of schools, from his commentary in the college series. The vocabulary was prepared by Prof. Seymour from the poem itself, with the aid of several well-known works, and is intended to be a complete word-list of the first twelve books of the "Odyssey." The illustrations are many of them from photographs taken at Troy, Ithaca, Mycenæ, and other places. (Ginn & Co. Boston.)

Roman history forms so important a link in the history of the world that every one should have an acquaintance with its essential features. Evelyn S. Shuckburg, M.A., late fellow of Emmanuel college, Cambridge, in "A History of Rome for Beginners," aims to start the pupil on the way to this knowledge. She endeavored to put the main events of Roman history, both in regard to political development and imperial extension, as simply and briefly as possible. Military campaigns are given, with a minimum of detail, and the effects of campaigns are dwelt upon, rather than their nature and circumstances. The book is embellished with many illustrations and maps. (The Macmillan Co., New York. 90 cents.)

Prin. J. W. Freese, of the Washington school, Cambridge, has done good local historical work by preparing a book on "Historic Houses and Spots in Cambridge, Mass., and Near-by Towns." To the school children of Cambridge and vicinity the work will be especially interesting. Many of these buildings, especially the Longfellow House, the Old (Boston) State House, Faneuil Hall, and others, will arouse an interest anywhere. Short descriptions accompany the excellent half-tone illustrations. (Ginn & Co., Boston.)

The world has probably had no better representative of the enthusiastic scientist and artist combined than it had in John James Audubon. And what a fascinating story is that of his life, the most of which was spent in traveling over the forests, fields, and mountains, and along the lake and seacoasts of the United States and Canada, impelled by his love for the study of birds. He was the great American naturalist, and so highly was his work appreciated in Europe that Cuvier, calls his great work on birds, the "most magnificent monument that art has raised to ornithology." The story of this man's life is told in two magnificent octavo volumes by his granddaughter, Maria R. Audubon, and zoological and other notes are added by Elliott Coues. The title is "Audubon and His Journals." The author has used his journals, letters, and other materials, besides the information she could get from books and other printed records, presenting the matter in such a way that we get a complete idea of the man and his work. The book is printed in large, fine type, and has many portraits, reproductions of Audubon's drawings, etc. (Charles Scribner's Sons, New York. Two gilt-top volumes of 532 and 554 pages, respectively. \$7.50.)

William Abbott Stone, A. B., instructor in physics at the Phillips Exeter academy, has embodied the results of ten years' teaching in a laboratory manual on "Experimental Physics." Most of the experiments are quantitative, but some are qualitative. At the beginning of each experiment he has stated its object; at the end are questions leading the student to unfold the results from his record. The general results of the experiments are enforced by numerous examples, many of which have been drawn from Harvard examination papers. The experiments are often stepping stones, each to the next. (Ginn & Co. Boston.)

The great demand for the "Verbos Españoles" of Prof. R. D. La Cortina, a celebrated teacher of languages, has led to the publication of a fifth edition, much enlarged and greatly improved. This contains all the Castilian verbs, regular, irregular, defective, impersonal, and reflexive—all conjugated in full, with the prepositions following them, and English

equivalents. The correct pronunciation is given of all verbs liable to perplex the student. The book shows how the formation of tenses may be acquired with facility. The verbs are the most difficult part of any language to acquire, and this book by Prof. Cortina will greatly smooth the way for those who wish to read and speak the Spanish language with facility. (R. D. Cortina Academy of Languages, 44 West 34th street, New York.)

The hundreds of young men and women who wish to excel in typewriting will find just the help they need in "Pitman's Typewriter Manual," the second edition of which, revised and enlarged, has been issued. This is practically a new work, so thorough has been the revision in order to bring it up to date. The reading matter has been doubled, and there are nearly twice the original number of illustrative facsimile plates, printed in colors, so as to imitate as closely as possible actual typewritten matter. Everything has been done to make the manual the most complete and comprehensive guide extant to the art of typewriting. This work is now the standard of the all-finger method, and is intended for the private student, or for use in schools, colleges, and copying offices. It is a complete manual of instruction for all machines having the "Universal" keyboard. (Sir Isaac Pitman & Sons, Limited, New York. \$1.00.)

"Character Building" is the title of a little book by C. S. Coler, M.S., principal of the high school at Sandusky, Ohio, and a well-known institute worker. It is made up of addresses that the author has given at different times and places. The book shows that the author has thought deeply on what should be the principal work of the teacher. He also gives many practical suggestions for the teacher; also some choice bits of verse and gems of thought from many sources on such topics as character, habit, moral instruction, duty, the teacher, suggestive thoughts, etc. (Published by the author, Sandusky, Ohio.)

A new song book known as "The Children's Hour," was compiled at the suggestion of the Newark (N. J.) Principals' Association, the editor being Frank L. Sealy. The work had the benefit of their practical experience as instructors, and has their endorsement, as embodying what they believe is needed in this field. The contents includes secular and sacred songs, such as is suitable for the school-room, besides songs for special seasons and occasions, such as spring and summer, autumn and winter, Arbor day, Memorial day, and patriotic. Teachers in other cities will find it as well suited to their needs as those of Newark have found it. (New Jersey Song Book Co, Newark, N. J.)

In a practical, sensible fashion, Harry Pratt Judson treats the subject of "The Higher Education as a Training for Business." Every young man going into business would profit by reading this book. (Henry Altemus, Philadelphia.)

Teachers and pupils will find a convenient book for reference in Edmund Routledge's "Date Book," which records the principal events of the world, and the births and deaths of distinguished people, from the creation of the world to the year 1897. The 3,000 references are all carefully indexed. (George Routledge & Sons, Limited. New York.)

In "Psycho Vox," Prof. Charles Wesley Emerson, president of the Emerson school of oratory, of Boston, sets forth his system of voice culture. The book is both theoretical and practical, and gives in detail the part taken by both body and mind in expression. It is beautifully illustrated by diagrams, showing the parts of the body that assist in the production of voice. (Emerson College of Oratory Publishing Department, Boston, Mass.)

The class book of "Commercial Correspondence," French and English, by A. E. Raçon, of which a new and revised edition has been issued, contains forms of business letters in French, with the phrases used in them in French and English. It is a useful book for teaching or learning the French of the business world. (Hachette & Co., 18 King William street, Charing Cross, London.)

The minister of education for New Zealand has sent a compactly expressed compliment for Webster's International Dictionary. He says: "Complete without being cumbersome, compact, yet in no way scanty, it is sufficiently scientific for the scholar, and handy enough for the man of business." This shows the continuing hold of the dictionary since its first appearance as a standard work many years ago.

For that tired feeling you must enrich and purify your blood. Hood's Sarsaparilla is the medicine you need.

THE SCHOOL JOURNAL

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Just for Fun.

The Original Summer Man: "Who started the id of going to the mountains?" "Mohammed, I believe."

Mr. Hogan: "Oi did not mind the threats 'av'im as much as th' insultin' style av his remarks." Mr. Grogon: "And twat did he say?" Mr. Hogan: "He says to me, 'Hogan' says he, 'tis a great notion Oi have to jump on you and knock your face into shape.'"

"George, I fear you are marrying me just because my uncle left me a fortune." "No, my precious. I'd marry you just the same if any other friend had left it to you."

A gentleman stood upon his breakfast table two champagne glasses, and in each he placed an egg that had been intended for his morning meal. He had not bought the eggs, he had not stolen them, he did not himself keep hens, and the eggs had been neither lent nor given to him. How, then did he get the eggs to put into the two wine-glasses? The correct answer to the puzzle is that the gentleman in question kept decks.

A Young Lady (hesitating for a word in describing a rejected suitor): "He is not a tyrant, not exactly domineering, but—" "Dogmatic," suggested her friend. "No, he has not dignity enough for that. I think pupmatic would convey my meaning admirably."

Cerebral Nervous Impressions.

The researches and experiments of Messrs. Broca and Richet, specialists in this line, have led them to the interesting conclusion that, the cerebral nervous system is really incapable of perceiving more than the average of ten separate impressions per second. The mental phenomena in this case shows that after each excitation of the nerves a period of inertia follows, lasting about one tenth of a second, and during this brief period no new or appreciable impression, they declare, can possibly be made. Further, according to the studies of these same eminent authorities, an individual cannot make more than ten or, at most, a dozen separate voluntary movements of any kind or nature in a second, although the muscles, independently of the will, are capable of making as many as thirty or forty. New York "Tribune."

Pears'

People have no idea how crude and cruel soap can be.

It takes off dirt. So far, so good; but what else does it do?

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Literary Notes.

St. George Rathborne, the author of several entertaining stories, has written a tale of the Cuban war entitled "Squire John." Upon the background of fact and adventure he has placed a very pretty love story. The hero and heroine engage the interest of the reader from the first. (F. Tennyson Neely, New York.)

"Twenty Years Before the Mast," by Charles Erskine, is the narrative of an American sailor who has visited every clime under the sun, who is a close observer, and who has the gift of expressing his thoughts in good English. The strange people and lands described make the narrative as entertaining as a novel. The author loves the Stars and Stripes and glories in its triumphs. Young people can enlarge their idea of this great round ball and the people who live on it, by reading this book. The illustrations show many scenes and people the author has met on his voyages. (Geo. W. Jacobs & Co., Philadelphia.)

England has no national epic, but the novelists have done for it what the poet has failed to do. A series of these works has been edited by Geo. Lawrence Gomme, for the Library of Historical Novels and Romances. One of them is Macfarlane's "The Camp of Refuge," a story of the time of William I. It gives the history of the struggle of the English against the Norman. The hero of that struggle was Hereward, a name which has become absorbed into English historical romance as typical of some of the best qualities of the English character. The lengthy, though interesting introduction, together with its many illustrations, makes one acquainted with Anglo-Saxon times, and aids to an understanding and appreciation of the story. (Longmans, Green & Co., New York. \$1.50.)

"Why Americans Dislike England" is answered very satisfactorily by George Burton Adams, in an essay recently published in a small volume. Among the causes are Revolutionary memories, memories of the war of 1812, the action of the British government during the civil war, the unfair criticisms of British tourists, etc. Time, however, is effacing these bitter memories. (Henry Altemus, Philadelphia.)

The long story, or novelette, in the March "Lippincott's" is by Jennie Bullard Waterbury, and is called "An American Aspirant." Two interesting articles at the close of the number should not be overlooked. "Literary Nomenclature," by T. Foster, and "The Archeslogy of Nursery Classics," by Agnes Carr Sage. C. G. D. Roberts, Mary E. Stickney, and Clinton Scollard, contribute poems.

Mr. Davis new serial, "The King's Jackal," which begins in "Scribner's Magazine" in April, illustrated by Gibson, is said to be full of the kind of characters Mr. Davis particularly delights in, a modern banished king who is in need of funds and organizes a daring plot to get them, a young American girl with a great deal of money, a modern prince with medieval notions, an adventuress, and a dashing newspaper correspondent who has been everywhere,

knows everything, and can slap kings on the back. The scene is laid in Tangier.

The hatching of ostrich eggs is a peculiar process. The female first scratches in the ground a hole large enough to contain a bushel basket. Then she lays her eggs just outside the hole. When there are twenty, she kicks them into the hole and sits on them during the night. The male sits in the daytime, and so they take turns until the young ostriches are hatched.

The long plumes of the ostrich are plucked from the wings, and are worth from \$7 to \$9 a pound. After being prepared for the market, they are worth from \$7 to \$9 apiece. An old ostrich is valued at from \$75 to \$100, and a young one from \$40 to \$50.

A Description of Pope Leo.

The following description of Pope Leo XIII., from the pen of an American woman who was granted an audience, appears in the "Ladies' Home Journal":

"Pope Leo XIII. looks very old, very feeble, with that pallor peculiar to age; his eyes are black and shining, but withal kindly; his thin, white hair and noble brow would incline one to a feeling of reverence even if he were not a Pope. He is of medium height, and his shoulders are a

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little rounded as might be in one who looks down from such an elevation as his. His smile—that very-much-talked-of smile—is benign. He wore a bright red cloth robe of the most beautiful texture. This was closely buttoned to his feet. Over this was a pure white garment made of some soft material, and it is in this that most of his photographs are taken. On his head he wore the small skull-cup called the *zucchetta*. It, too, is pure white. There is a tassel hanging down to one side. The thought that Popes for centuries had been wearing garments precisely similar to these lent an added interest to this quiet person, moving unobtrusively around among his guests. On his hands he wore mitts of white wool."

Asbury Park as a Spring Resort.

Admirably located directly on the ocean, Asbury Park, N. J., is one of the most attractive Spring resorts along the New Jersey coast. Its ocean promenade, broad graveled avenues, bicycle paths, romantic drives, picturesque walks, climate, ocean, lake, and rural scenery are unrivaled. The Pennsylvania Railroad affords excellent train service from New York and Philadelphia. Trains leave Broad Street Station, Philadelphia, weekdays, and West Twenty-third Street and Desbrosses and Cortlandt Streets, New York, daily. Several hotels are now open for Spring business.

From Moses to Moses.

"From Moses to Moses there was none like Moses," runs the Hebrew proverb. But the average man knows little about the second Moses—Moses Maimonides—and the proverb is meaningless to him. Following the discovery by Mr. Schechter, of Cambridge university, of an autograph letter of this Moses Maimonides, Mr. I. Zangwill has written for "The Sunday School Times," an article that is full of interest—a vivid pen-picture of the illustrious medieval figure. One gains a new idea of the man who, as Mr. Zangwill writes, "acquired throughout the Jewries of the world, an almost mythical reputation, either as sage and saint or Titanic heretic;" "learned Mahometans traveled long distances to make his acquaintance, and Arabic poets wrote verses in his honor, and Richard Cœur de Lion, perhaps moved by the fame of his exposition of Galen, vainly offered him the post of Physician-in-Ordinary." The autograph letter of Maimonides that was found in the Genizah will be reproduced with the article, in "The Sunday School Times," where both will shortly appear.

Throat diseases commence with a Cough, Cold or Sore Throat. "Brown's Bronchial Troches" give immediate and sure relief.

Washington.

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Legend of the Tea Plant.

Dharma, the ascetic priest, was the son of a king of India. He went into China and for the space of nine years he remained in contemplation in a temple. Later he went to Japan, and he died on Mount Katavka. He imposed upon himself, as the first rule of his life, privation from sleep. One day, indignant at falling asleep, he cut off his eyelids and threw them away as miserable sinners. From the spot where the eyelids had fallen sprang up a bush which is the tea plant, affording the perfumed beverage which chases away sleep.—"Vick's Magazine" for March.

Pictures for School and Home.

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